

London Schools Excellence Fund

Self-Evaluation Toolkit

Final report

Contact Details

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Evaluation Final Report Template

Introduction

The London Schools Excellence Fund (LSEF) is based on the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration. The GLA is supporting London schools to continue to be the best in the country, with the best teachers and securing the best results for young Londoners. The evaluation will gather information on the impact of the Fund on teachers, students and the wider system.

This report is designed for you to demonstrate the impact of your project on teachers, pupils and the wider school system and reflect on lessons learnt. It allows you to highlight the strengths and weaknesses of your project methodology and could be used to secure future funding to sustain the project from other sources. All final reports will feed into the programme wide [meta-evaluation of the LSEF](#) being undertaken by SQW. Please read in conjunction with Project Oracle's '**Guidance to completing the Evaluation Final Report**'.

Project Oracle: Level 3

Report Submission Deadline: Round 2 - 30 September 2015

Report Submission: Final Report to Rocket Science

Project Name: Grafton Primary P4C Cluster

Lead Delivery Organisation: Grafton Primary School

London Schools Excellence Fund Reference: LSEF085

Author of the Self-Evaluation: Bob House, Chief Executive, SAPERE

Total LSEF grant funding for project: £66,009

Total Lifetime cost of the project (inc. match funding): £75,609

Actual Project Start Date: September 1, 2013

Actual Project End Date: December 15, 2015

1. Executive Summary

The project delivered Philosophy for Children (P4C) into 10 Islington schools, all with high levels of deprived students, in 2013/14 and 2014/15. We trained 88 teachers and reached 1,900 students in years 3 – 8.

P4C is an approach to teaching in which students participate in group dialogues focussed on philosophical issues. Dialogues are prompted by a stimulus (for example a story or a video) and are based around a concept such as 'truth', 'fairness' or 'bullying'. The aim of P4C is to help children become more willing and able to ask questions, construct arguments and engage in reasoned discussion, as well as to support their academic progress.

The goals of the project were:

- For teachers to build skills in the P4C methodology and facilitation techniques for enquiry based learning, and to use these skills in their general teaching.
- Student goals were improved attainment in reading, writing and maths, a reduced attainment gap for disadvantaged pupils, improved speaking and listening skills, and higher performance in the primary to secondary transition.
- Wider school system goals were to encourage best practice sharing, to make P4C sustainable by training P4C leaders and to improve the knowledge of teachers outside the intervention schools.

Although the evaluation data was not strong enough to be entirely conclusive, the findings of the project indicate that:

- Teacher outcomes were achieved, with teachers citing benefits in:
 - more use of open ended questioning
 - better dialogue with and between students
 - getting to know the students better
 - introducing P4C techniques into other curriculum areas
- Pupil outcomes were achieved with:
 - improvements at KS2 in reading writing and maths
 - improved speaking and listening skills
 - more confident and sophisticated communication in years 7 and 8
 - evidence from a parallel P4C project showed FSM students benefitting by 4 months of progress in reading, 3 months in maths and 2 months in writing.
- For the wider school system goals we achieved:
 - some networking between schools
 - sustainability with 9 out of 10 schools involved continuing with P4C
 - involvement of teachers in 5 other London schools

The project contributed to LSEF aims by:

- Cultivating teaching excellence by building knowledge of P4C as a pedagogy and by building skills of dialogical teaching

- Creating the conditions for self-sustaining school-to-school activity in Islington which will help raise achievement in priority subject areas
- Developing the P4C methodology by introducing a new training module and creating effective evaluation framework.
- Creating cultural change and raising expectations in the London school system through the 10 schools involved in this project and at least 15 more in other London boroughs.

At a cost of £40 per student over two years, the project showed P4C to be a good value for money intervention, as evidenced by its inclusion in the Education Endowment Foundation's pupil premium toolkit. See: <https://educationendowmentfoundation.org.uk/projects/philosophy-for-children/>

Our recommendations for future implementations and evaluations of P4C are:

- More joint student working between schools, especially across the primary-secondary transition
- A mandatory head-teachers' project review meeting at the half-way stage
- A baseline assessment on the student voice online survey
- Attempting to gain access to National Pupil Database data for project participants.

Our recommendations would you have for other projects involving P4C are:

- Schools to consider SAPERE's P4C Going for Gold programme as a systematic way to embed high quality, sustainable P4C
- SAPERE to place online resource access in the schools' own Virtual Learning Environments.

2. Project Description

Our project aimed to enhance teachers' knowledge and raise educational attainment among pupils in Islington schools. We used Philosophy for Children (P4C) to achieve this vision. P4C has been proven over 20 years to enhance students' thinking and communication ability and to provide motivating new skills to teachers.

The identified problem that we addressed is that traditional teacher education methods do not provide specific skills to help teachers develop sufficiently deep critical thinking skills amongst their students. We trained and supported our teachers in using P4C to achieve this goal with the students.

Our project took the following approach:

- originally introduced P4C into 3 Islington primary schools and 1 Islington secondary school and extended in September 2014 to 6 more primary schools;
- trained teachers to facilitate P4C enquiries, and built this knowledge over time through a programme of coaching and further training;
- aimed to enhance pupils' attainment in English, Maths, History, Geography over a 2 year period across, by conducting regular P4C enquiries across years 3, 4, 5, 6, 7 and 8 pupil groups;
- incorporated P4C into the school culture, with benefits to behaviour and community engagement;

- equipped the participating schools to continue using P4C after the end of this project;
- provided evidence of the impact of the project to LSEF so that it can consider wider promotion of the initiative.

We partnered with SAPERE (www.sapere.org.uk) to deliver the P4C training and coaching. SAPERE is a registered charity and the only internationally recognised provider of P4C training in the UK. SAPERE provided three trainers plus evaluation support and project management. Rodney Polydore, P4C leader at Grafton Primary coordinated the project.

The target groups for the project were primary and secondary pupils in years 3 to 8 and their teachers. Given the demographic mix of the schools involved, a high proportion of the pupils came from areas of social disadvantage.

The schools were recruited on a voluntary basis from primary schools, and the main secondary into which they feed, in the near proximity of Grafton Primary. For those schools who showed interest in P4C, we had an introductory meeting with the head teacher or deputy head to explain the project and the required commitment from the schools.

Grafton Primary is continuing to support the schools by offering CPD training in P4C through its role as a teaching school. Grafton has also invested in the development of a new course which links P4C to Let's Think English as a way to reinforce the linkages between P4C and literacy. This has been piloted with two of the LSEF project schools. A similar initiative is under way to link P4C to maths. SAPERE is launching a North London P4C hub to support the LSEF project schools and others in the area.

2.1 Does your project support transition to the new national curriculum?

Yes, it supports the transition to the new national curriculum through a strong focus on the development of oracy, which is seen as a critical foundation for progress and attainment in most areas of the new national curriculum.

2.2 Please list any materials produced and/or web links and state where the materials can be found. Projects should promote and share resources and include them on the [LondonEd website](#).

We launched a Virtual Learning Environment site to support the project with resources and shared learning. This resource required enrolment, so screen-shots have been provided in the appendix document.

SAPERE developed its on-line resources for the project. All schools were given log-ins to access these resources. LondonEd users can subscribe for these resources, free of charge, at <http://www.sapere.org.uk/Login.aspx>

We developed on-line surveys for students, teachers and P4C leaders. Links to these are available at:

- P4C student survey: <https://www.surveymonkey.com/r/QCLG8H5>
- P4C teacher survey: <https://www.surveymonkey.com/r/Q2PJ73Y>

- P4C leader survey: <https://www.surveymonkey.com/r/Q239PB8>

3. Theory of Change and Evaluation Methodology

Our validated Theory of Change and Evaluation Framework.



Table 1- Outcomes

| Description | Original Target Outcomes | Revised Target Outcomes | Reason for Change |
|--------------------------------|---|--|-------------------------------|
| <i>Teacher Outcomes</i> | | | |
| Teacher outcome 1 | Increased teacher scores in P4C subject knowledge/ teaching method surveys | No change | |
| Teacher outcome 2 | Increased teacher scores in confidence surveys | No change | |
| Teacher outcome 3 | Use of effective facilitation techniques in observed lessons (e.g. use of open ended questioning) | No change | |
| Teacher outcome 4 | Uptake of new resources | No change | |
| <i>Pupil Outcomes</i> | | | |
| Pupil outcome 1 | Increased attainment (levels and sub levels at KS2-3) compared against historical trend in maths, reading, writing | Changed to measure percentages of pupils below, at or above expectations | More feasible to collect data |
| Pupil outcome 2 | Increased levels of progress (point scores and % achieving higher point scores than expected) | Changed to measure percentages of pupils below, at or above expectations | More feasible to collect data |
| Pupil outcome 3 | Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against historical trend | No change | |
| Pupil outcome 4 | Improved speaking and listening skills assessed by teacher feedback, recordings and observations | No change | |

| | | | |
|------------------------------|---|-----------|--|
| Pupil outcome 5 | Higher percentage of pupils outperforming expectations in Year 7 compared against historical trend | No change | |
| Wider System Outcomes | | | |
| Wider System outcome 1 | Increased attendance at network meetings, conferences etc. We are planning to conduct a launch conference, cross-school P4C coordinator meetings, best practice sharing sessions, and a final conference. | No change | |
| Wider System outcome 2 | Increased number of teachers who are trained to act as Lead practitioners | No change | |
| Wider System outcome 3 | Inclusion of programme activities/ model in the schools' development plans for the continued use of P4C during and after the project | No change | |
| Wider System outcome 4 | Increased number of teachers outside the intervention group schools improve their subject knowledge as a result of this programme | No change | |

3.2 Did you make any changes to your project's activities after your Theory of Change was validated? **No**

3.3 Did you change your curriculum subject/s focus or key stage? **No**

3.4 Did you evaluate your project in the way you had originally planned to, as reflected in your validated evaluation plan?

Our evaluation methods remained as planned in our validated evaluation plan. The sample sizes varied according to the level of response from each school to data requests and survey completion. We had a lower level of response from some schools that we had hoped for, so the reliability of our evaluation may have been affected by this.

In parallel with the LSEF project, the Educational Endowment Foundation (EEF) evaluated a similar P4C programme in 48 schools nationwide, including 10 London schools. The evaluation was conducted by Durham University's School of Education. This was a more detailed and robust evaluation than the current project, so we refer to the findings of that evaluation at various points in this report.

4. Evaluation Methodological Limitations

4.1 What are the main methodological limitations, if any, of your evaluation?

Because our programme operates at a whole class or whole school level, we were not able to establish a control comparison group. We had originally intended to collect historical trend data on student progress but this became unreliable because of the DfE changes to national curriculum progress and attainment measuring processes. Consequently, we can only place limited reliance on our quantitative evaluation. The qualitative information is more complete.

We were able to collect most of the types of data that we originally specified, but we were not able to get this reliably from all participating schools, nor were we able to get the granularity necessary to

distinguish between different pupil groups. For example we were not able to obtain data that would allow us to make an assessment of Pupil Outcome 2: looking at the reduced gap between attainment of different sub-groups/disadvantaged groups of pupils.

We have mitigated this problem by citing the findings of a rigorously conducted Randomised Control Trial. Details of this trial and the full research report can be found at <https://educationendowmentfoundation.org.uk/projects/philosophy-for-children/>.

We show the response rates by school for our 4 main evaluation measures in this table.

| School | Responses: Student progress data | Responses: Student survey | Responses: Teacher survey | Responses: P4C leader survey |
|-------------|----------------------------------|---------------------------|---------------------------|------------------------------|
| School A | Yes | 15 | 10 | No |
| School B | Yes | 148 | 8 | Yes |
| School C | School A | School A | School A | School A |
| School D | No | 0 | 0 | No |
| School E | Yes | 134 | 2 | Yes |
| School F | Yes | 0 | 0 | Yes |
| School G | Yes | 0 | 3 | Yes |
| School H | No | 0 | 3 | No |
| School I | No | 0 | 1 | No |
| Schools J&L | No | 82 | 16 | Yes |

4.2 Are you planning to continue with the project, once this round of funding finishes?

Yes, nine out of the ten schools involved will continue with the P4C programme. One school so far has committed to SAPERE's strategic Going for Gold programme. We will encourage schools to self-evaluate using the evaluation framework and surveys that were designed for this project.

5. Project Costs and Funding

Table 2 - Project Income

| | Original ¹ Budget | Additional Funding | Revised Budget [Original + any Additional Funding] | Actual Spend | Variance [Revised budget – Actual] |
|-----------------------------------|------------------------------|--------------------|---|---------------|---------------------------------------|
| Total LSEF Funding | 44,534 | 21,475 | 66,009 | 66,009 | 0 |
| Other Public Funding | 0 | 0 | 0 | 0 | 0 |
| Other Private Funding | 0 | 0 | 0 | 0 | 0 |
| In-kind support (e.g. by schools) | 9,000 | 0 | 9,000 | 9,900 | 600 |
| Total Project Funding | 53,534 | 21,475 | 75,009 | 75,609 | 600 |

List details in-kind support below and estimate value.

- Supply costs covered by schools = £900

¹ Please refer to the budget in your grant agreement

- Project coordination provided by Grafton school = £7,200
- Training space provided by schools = £1,500

Table 3 - Project Expenditure

| | Original Budget | Additional Funding | Revised Budget [Original + any Additional Funding] | Actual Spend | Variance Revised budget – Actual] |
|--|-----------------|--------------------|---|---------------|--------------------------------------|
| Direct Staff Costs (salaries/on costs) | 0 | 0 | 0 | 0 | 0 |
| Direct delivery costs e.g. consultants/HE (specify) | 0 | 0 | 0 | 0 | 0 |
| Management and Administration Costs | 13,374 | 1,000 | 14,374 | 12,643 | (1731) |
| Training Costs | 21,799 | 10,200 | 31,999 | 41,569 | (9,570) |
| Participant Costs (e.g. Expenses for travelling to venues, etc.) | 0 | 0 | 0 | 0 | 0 |
| Publicity and Marketing Costs | 1,051 | 900 | 1,951 | 2,202 | (251) |
| Teacher Supply / Cover Costs | 13,510 | 7,875 | 21,385 | 14,695 | 6,690 |
| Other Participant Costs | 0 | 0 | 0 | 0 | 0 |
| Evaluation Costs | 3,800 | 1,500 | 5,300 | 4,500 | (800) |
| Others as Required – Please detail in full | 0 | 0 | 0 | 0 | 0 |
| Total Costs | 53,534 | 21,475 | 75,009 | 75,609 | (600) |

5.2 Please provide a commentary on Project Expenditure

The project spend has been close to budget with over-spend of £600, representing 1% of the total budget. The budget profile has been different from the original plan with the most significant variances being an under-spend on supply costs and over-spend on teacher training. The main drivers of this were a lower than expected need for supply cover as schools managed within existing staff levels, and a higher number of training sessions than planned as several sessions that were originally planned to be full days were split across a number of twilights.

6. Project Outputs**Table 4 – Outputs**

| Description | Original Target Outputs | Revised Target Outputs [Original + any Additional Funding/GLA agreed reduction] | Actual Outputs | Variance [Actual – Revised Target] |
|-----------------|-------------------------|--|----------------|---------------------------------------|
| No. of schools | 4 | 8 | 10 | 2 |
| No. of teachers | 50 | 80 | 88 | 8 |
| No. of pupils | 700-800 | 1,100-1,300 | 1,900 | 600-800 |

7. Key Beneficiary Data

7.1 Teacher Sub-Groups (teachers directly benefitting counted once during the project)

Benefitting teachers are all those who had received P4C training at project completion.

Table 5 – Teachers benefitting from the programme

| | No. teachers | % NQTs (in their 1st year of teaching when they became involved) | % Teaching 2 – 3 yrs (in their 2nd and 3rd years of teaching when they became involved) | % Teaching 4 yrs + (teaching over 4 years when they became involved) | % Primary (KS1 & 2) | % Secondary (KS3 - 5) |
|-------------------------------|---------------------|--|--|---|--------------------------------|------------------------------|
| Project Total | 88 | 12 | 32 | 57 | 94 | 6 |
| Grafton | 17 | 12 | 30 | 58 | 100 | 0 |
| Duncombe | 11 | 10 | 20 | 70 | 100 | 0 |
| Vittoria | 2 | 0 | 0 | 100 | 100 | 0 |
| Holloway | 4 | 0 | 25 | 75 | 0 | 100 |
| Copenhagen | 10 | 20 | 20 | 60 | 100 | 0 |
| Hugh Myddleton | 5 | 0 | 100 | 0 | 100 | 0 |
| Rotherfield | 4 | 25 | 0 | 100 | 100 | 0 |
| St Jude's & St Paul's | 6 | 0 | 50 | 50 | 100 | 0 |
| St Luke's/Moreland | 19 | 15 | 35 | 50 | 100 | 0 |
| Gospel Oak (Camden) | 3 | 0 | 33 | 67 | 100 | 0 |
| St Saviour's (Tower Hamlets) | 1 | 0 | 0 | 100 | 100 | 0 |
| Cyril Jackson (Tower Hamlets) | 3 | 0 | 33 | 67 | 100 | 0 |
| Manorfield (Tower Hamlets) | 2 | 50 | 50 | 0 | 100 | 0 |
| Marylebone Boys (Camden) | 1 | 100 | 0 | 0 | 0 | 100 |

7.1.2 Please provide written commentary on teacher sub-groups e.g. how this compares to the wider school context or benchmark

We have not been able to find regional or national data for length of experience. Because the project involved mainly primary schools, the proportion of secondary teachers is much lower than national averages.

7.2 Pupil Sub-Groups (these should be pupils who directly benefit from teachers trained)

The students benefitting are those engaging in P4C sessions facilitated by trained teachers. The number of students is estimated on a conservative basis that each teacher works with groups of 20 students. Typically teachers would work with full classes of 30 students. The data relates to the

average over the second half of 2014-15 and may vary at times, for example when Year 6 students are preparing for SATS.

Tables 6-8 – Pupil Sub-Groups benefitting from the programme

| | No. pupils | % LAC | % FSM | % FSM last 6 yrs | % EAL | % SEN |
|-----------------------|-------------|-------|-----------|------------------|-----------|-----------|
| Project Total | 1900 | | 43 | 57 | 50 | 11 |
| Grafton | 340 | | 43 | 55 | 53 | 9 |
| Duncombe | 220 | | 53 | 82 | 65 | 19 |
| Vittoria | 40 | | 57 | 83 | 52 | 5 |
| Holloway | 210 | | 55 | 76 | 30 | 3 |
| Copenhagen | 200 | | 55 | 67 | 52 | 5 |
| Hugh Myddleton | 100 | | 42 | 65 | 8 | 48 |
| Rotherfield | 80 | | 58 | 68 | 36 | 19 |
| St Jude's & St Paul's | 120 | | 55 | 60 | 57 | 19 |
| St Luke's | 200 | | 52 | 68 | 47 | 6 |
| Moreland | 180 | | 56 | 71 | 63 | 17 |
| Gospel Oak | 60 | | 35 | 50 | 54 | 8 |
| St Saviour's | 20 | | 33 | 51 | 11 | 9 |
| Cyril Jackson | 60 | | 37 | 58 | 80 | 16 |
| Manorfield | 40 | | 43 | 63 | 72 | 6 |
| Marylebone Boys | 30 | | na | na | na | na |

| | No. Male pupils | No. Female pupils | % Lower attaining | % Middle attaining | % Higher attaining |
|-----------------------|-----------------|-------------------|-------------------|--------------------|--------------------|
| Project Total | 808 | 852 | 20 | 52 | 15 |
| Grafton | 164 | 176 | 13 | 60 | 27 |
| Duncombe | 105 | 115 | 22 | 69 | 9 |
| Vittoria | 19 | 21 | 0 | 60 | 40 |
| Holloway | 63 | 147 | 24 | 63 | 13 |
| Copenhagen | 109 | 91 | 35 | 62 | 4 |
| Hugh Myddleton | 48 | 52 | 45 | 37 | 18 |
| Rotherfield | 41 | 39 | 30 | 56 | 15 |
| St Jude's & St Paul's | 57 | 63 | 19 | 59 | 22 |
| St Luke's | 102 | 98 | 17 | 62 | 21 |
| Moreland | 77 | 103 | 23 | 64 | 14 |
| Gospel Oak | 30 | 30 | 31 | 58 | 12 |
| St Saviour's | 11 | 9 | 23 | 46 | 31 |
| Cyril Jackson | 27 | 33 | 27 | 63 | 10 |
| Manorfield | 20 | 20 | 20 | 48 | 32 |
| Marylebone Boys | 30 | na | na | na | na |

| | % Asian Indian | % Asian Pakistani | % Asian Bangladeshi | % Asian Any Other background | % Black Caribbean | % Black African | % Black Any Other Background | % Mixed White & Black Caribbean | % Mixed White & Black African | % Mixed White & Asian | % Mixed Any Other Background | % Chinese | % Any other ethnic group |
|-------------------------------|----------------|-------------------|---------------------|------------------------------|-------------------|-----------------|------------------------------|---------------------------------|-------------------------------|-----------------------|------------------------------|-----------|--------------------------|
| Project Total | 1 | 1 | 6 | 1 | 5 | 17 | 1 | 4 | 2 | 1 | 8 | 0 | 6 |
| National | 3 | 4 | 2 | 2 | 1 | 4 | 1 | 2 | 1 | 1 | 2 | 0 | 2 |
| Inner London | 2 | 3 | 12 | 3 | 7 | 18 | 4 | 3 | 1 | 1 | 5 | 1 | 7 |
| | | | | | | | | | | | | | |
| Islington project schools | 1 | 1 | 6 | 1 | 5 | 17 | 1 | 4 | 2 | 1 | 8 | 0 | 6 |
| Tower Hamlets project schools | 1 | 1 | 62 | 1 | 1 | 8 | 1 | 1 | 1 | 1 | 3 | 1 | 3 |
| Camden project school | 1 | 1 | 17 | 3 | 2 | 16 | 1 | 3 | 2 | 2 | 5 | 1 | 5 |

| | % White British | % White Irish | % White Traveller of Irish heritage | % White Gypsy/Roma | % White Any Other Background |
|-------------------------------|-----------------|---------------|-------------------------------------|--------------------|------------------------------|
| Project Total | 30 | 1 | 0 | 0 | 15 |
| National | 69 | 0 | 0 | 0 | 6 |
| Inner London | 18 | 1 | 0 | 0 | 14 |
| | | | | | |
| Islington project schools | 30 | 1 | 0 | 0 | 15 |
| Camden project school | 24 | 1 | 0 | 0 | 17 |
| Tower Hamlets project schools | 10 | 0 | 0 | 0 | 4 |

Source: <http://data.london.gov.uk/dataset/percentage-pupils-ethnic-group-borough/resource/2ac430ad-9e17-4d0c-95b7-e9d83eaf9ff7#>

7.2.1 Please provide a written commentary on your pupil data e.g. a comparison between the targeted groups and school level data, borough average and London average

Useful links: [London Data Store](#), [DfE Schools Performance](#), [DfE statistical releases](#)

The ethnic mix of the project has been assessed at the borough rather than the individual school level as the London Datastore specifies the lowest level of data for ethnic mix to be local authority. The project ethnic mix differs from Inner London as a whole in having a lower proportion of students from a Bangladeshi background, and a higher proportion of white British. Compared with national ethnic mix, the project schools had less than half the proportion of white British students.

8. Project Impact

8.1 Teacher Outcomes

Date teacher intervention started: September – December 2013 for first 4 schools, October 2014 - January 2015 for 6 further schools

Table 9 – Teacher Outcomes: teachers benefitting from the project

| Target Outcome | Research method/ data collection | Sample characteristics | Metric used | 1 st Return and date of collection | 2 nd Return and date of collection |
|---|---|--|---|--|---|
| Increased teacher scores in P4C subject knowledge/ teaching method surveys | Teacher e-survey, comparing baseline and completion responses Issue tested: “Understanding of the 10 step P4C sequence of enquiry” | 43 respondents from a total of 76 invitees. The profile of respondents was broadly representative of the population as a whole. | Mean score based on a 1-4 scale: 1= I have never heard of this 2= I am aware but have no real understanding 3= I have a partial or superficial understanding 4= I have a good understanding | Mean score 1.8: Baseline collected January-March 2015 | Mean score 3.4: Collected July 2015 |
| Increased teacher scores in confidence surveys | Teacher e-survey, comparing baseline and completion responses Issue tested: “Confidence in leading P4C in your class” | As above | Mean score based on a 1-5 scale: 1= Not relevant as I haven't done any training yet 2= I am not at all confident about this 3= I have made a start but have a long way to go 4= I am definitely getting the hang of it 5= I feel fully confident and would be happy to demonstrate my approach | Mean score 2.1: Baseline collected January-March 2015 | Mean score 4.0: Collected July 2015 |
| Use of effective facilitation techniques in observed lessons (e.g. use of open ended questioning) | Teacher e-survey, comparing baseline and completion responses Issue tested: “How do you feel that P4C facilitation skills will help your wider | As above | Open ended answers to stated question | No baseline data | Example response: P4C facilitation skills have greatly helped my wider teaching effectiveness. I am more aware of how much 'teacher talk' I am doing in lessons and feel |

| | | | | | |
|-------------------------|--|----------|--|--|---|
| | teaching effectiveness?" | | | | more confident in facilitating rather than leading discussions and letting the children find their own answers rather than giving them to them. |
| Uptake of new resources | Teacher e-survey, comparing baseline and completion responses Issue tested: "Choice of effective P4C stimulus material" | As above | Mean score based on a 1-4 scale: 1= I have no idea what to choose 2= I am still struggling to find the right materials 3= I can usually find good stimulus 4= I can identify the right materials to develop a particular type of enquiry | Mean score 1.9: Baseline collected January-March 2015 | Mean score 3.2: Collected July 2015 |

Table 10 – Comparison data outcomes for Teachers *[if available]*

| Target Outcome | Research method/ data collection | Sample characteristics | Metric used | 1 st Return and date of collection | 2 nd Return and date of collection |
|--|----------------------------------|------------------------|-------------|---|---|
| Comparison data not available other than baseline data above | | | | | |

8.1.1 Please provide information (for both the intervention group and comparison group where you have one) on:

The teacher evaluations were conducted using electronic surveys. To get consistent data across the original and additional schools, we took our baseline survey in January 2015 and our completion survey in July 2015. Therefore the findings represent the impact of the second half of the project rather than its entire duration for the original four schools.

Out of 76 invited teachers, we received 30 responses to our baseline survey and 43 responses for our completion survey. The questionnaires were the same in the baseline and completion surveys although the phrasing of one or two questions was changed for clarification.

The lower level of responses to the baseline survey reflects the fact that we had only 4 schools involved at the outset, compared with 10 schools involved by the end of the project. The attrition rate in terms of the 56% response rate to our completion survey reflects the difficulty in getting teachers to engage with the on-line survey. In order to encourage open responses, we did not ask teachers to identify themselves by name, so we were not able to match baseline responses to completion responses. We acknowledge that this means that the findings are not statistically robust and should therefore only be considered indicative. SAPERE is now attempting to collect similar information across a wider range of schools to provide a stronger evidence base.

Since all teachers involved in the project were invited to participate in the survey, the sample who responded was reasonably representative. However, the responses were concentrated in certain schools with high response rates, whilst some of the schools did not respond at all. It is therefore possible that some bias may be present at the school level. The respondents to the completion survey were not exactly the same sample as for the baseline survey.

We aggregated the data across all schools who did respond and have analysed the movements in responses in the six months period between January and July 2015. We did not have sufficient data to be able to analyse the impact of the programme on different sub-groups of teachers.

The questionnaire had 23 questions. Four questions were about the respondents' background. The remainder were about their experience of P4C and its impact on learning and teaching. Two of these questions were open ended with the rest being multiple choice questions.

Most teachers felt that the P4C programme had met their expectations. Key areas were benefits of enquiry-based lessons, improved and more open questioning skills for the teacher, better listening thinking and responding to questions by the pupils.

All but one respondent had had P4C training and over 90% practised P4C quite frequently with their classes. Teachers seemed to have got to grips with the P4C approach. About half claimed to have understood the methodology well with most others having a partial understanding. Almost all demonstrated a good or partial understanding of the type of stimulus needed for a P4C session, of what constitutes a philosophical question, and of the core values of P4C. These values are creative, critical, collaborative and caring thinking.

Teachers reported an encouraging level of student contribution in P4C enquiries. Almost all pupils contributed to the discussion at some point. This increased participation also extended into other classes. Most teachers saw specific progress in P4C by the lower ability pupils, with few teachers identifying this issue as a major challenge.

Teachers responded positively to the questions on whether P4C facilitation skills had helped their wider teaching effectiveness. The most frequent observation was the inclusion of open ended question in in lesson planning plus a greater willingness to let children talk, explore ideas and respond to each other with less teacher talk in between. Teachers also reported in open-ended responses that they were using P4C techniques in other lessons, although this did not show up in the quantitative data.

Please see appendix for full results of teacher survey

8.2 Pupil Outcomes

Date pupil intervention started: January 2014 for first 4 schools, January 2015 for 6 further schools

Table 11 – Pupil Outcomes for pupils benefitting from the project

| Target Outcome | Research method/ data collection | Sample characteristics | Metric used | 1 st Return and date of collection | 2 nd Return and date of collection |
|---|--|---|--|--|---|
| <p>Increased attainment (levels and sub levels at KS2-3) compared against historical trend in maths, reading, writing:</p> <p>and:</p> <p>Increased levels of progress (point scores and % achieving higher point scores than expected)</p> | From project schools we collected pupil tracking data for reading writing and maths, comparing baseline and completion data | <p>Sample was c 400 students in year groups 3 – 6 which had practised P4C. The profile of respondents matches that initially targeted in the Theory of Change.</p> <p>The two sample schools were Grafton and Duncombe, which had conducted the programme for 18 month.</p> | Percentage of students in age cohort below, at and above expected attainment levels in reading, writing and maths | <p>School data from July 2014.</p> <p>Weighted mean scores across all year groups.</p> <p>Reading =76% at or above</p> <p>Writing =70% at or above</p> <p>Maths =78% at or above</p> | <p>School data from July 2015.</p> <p>Weighted mean scores across all year groups</p> <p>Reading =85% at or above</p> <p>Writing =81% at or above</p> <p>Maths =81% at or above</p> |
| Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against historical trend | <p>Independent data taken from Education Endowment Foundation RCT using same intervention over similar time period</p> <p>We used this data as we were did not have the information in our own</p> | 3,159 students in years 3 – 6 across 48 schools, 22 treatment schools, 26 control schools in 5 areas of England including London | Key stage 2 results in reading writing and maths. Effect sizes calculated and translated into number of months additional progress | Completion tests only, comparing treatment and control samples | <p>July 2014</p> <p>For FSM students compared with other students:</p> <p>Reading: 4 additional months progress</p> <p>Writing: 3 additional months progress</p> |

| | | | | | |
|--|--|---|---|--|---|
| | sampling to make this assessment | | | | Maths: 2 additional months progress |
| Improved speaking and listening skills assessed by teacher feedback, recordings and observations | Secondary school: teacher assessments of student performance in P4C sessions | 110 out of 217 Year 8 students in Holloway school | Mean score based on a 1-5 scale: 1 = Limited 2 = Some 3 = Clear, consistent. 4 = Confident, assured. 5 = Sophisticated, assured, subtle. | October 2013, when students were at start of year 7 “The student can talk confidently on a range of subjects.” Mean score = 1.9 “The student can listen well and consider others views.” Mean score = 1.9 “The student can successfully come up with rich questions that furthers the discussion.” Mean score = 1.2 “The student can effectively describe their ideas and opinions on paper” | July 2015, when students were at end of year 8, after 18 months of fortnightly P4C sessions “The student can talk confidently on a range of subjects.” Mean score = 3.6 “The student can listen well and consider others views.” Mean score = 3.8 “The student can successfully come up with rich questions that furthers the discussion.” Mean score = 3.4 “The student can effectively describe their ideas and opinions on paper” Mean score = 3.0 |

| | | | | | |
|--|---|---|--|---|---|
| | | | | Mean score = 1.7 | |
| | <p>Primary schools: Teacher e-survey, comparing baseline and completion responses</p> <p>Issue tested: "Do your students ask original questions and/or make creative comments?"</p> | <p>43 respondents from a total of 76 invitees.</p> <p>The profile of respondents was broadly representative of the population as a whole.</p> | <p>Mean score based on a 1-4 scale:</p> <p>1= We don't have time for these sorts questions and comments</p> <p>2= In general, students just come up with black-and-white statements</p> <p>3= A few students occasionally come with original questions</p> <p>4= Original questions and creative comments regularly come up from multiple students</p> | <p>Mean score 2.9:</p> <p>Collected January-March 2015</p> | <p>Mean score 3.3:</p> <p>Collected July 2015</p> |
| Higher percentage of pupils outperforming expectations in Year 7 compared against historical trend | Secondary school: teacher assessments of student performance in P4C sessions | 113 out of 169 Year 7 students in Holloway school | <p>Mean score based on a 1-5 scale:</p> <p>1 = Limited</p> <p>2 = Some</p> <p>3 = Clear, consistent.</p> <p>4 = Confident, assured.</p> <p>5 = Sophisticated, assured, subtle.</p> | <p>October 2014, when students were at start of year 7</p> <p>Mean score across all four questions listed above = 2.3</p> | <p>July 2015, when students were at end of year 7, after 10 months of fortnightly P4C sessions</p> <p>Mean score across all four questions listed above = 2.7</p> |

Table 12 - Pupil Outcomes for pupil comparison groups [if available]

| Target Outcome | Research method/ | Sample characteristics | Metric used | 1 st Return and date | 2 nd Return and date of collection |
|----------------|------------------|------------------------|-------------|---------------------------------|---|
|----------------|------------------|------------------------|-------------|---------------------------------|---|

| | data collection | | | of collection | |
|---|---|--|--|--|---|
| Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against historical trend | <p>Independent data taken from Education Endowment Foundation RCT using same intervention over similar time period</p> <p>We used this data as we were did not have the information in our own sampling to make this assessment</p> | 3,159 students in years 3 – 6 across 48 schools, 22 treatment schools, 26 control schools in 5 areas of England including London | Key stage 2 results in reading writing and maths. Effect sizes calculated and translated into number of months additional progress | Completion tests only, comparing treatment and control samples | <p>July 2014</p> <p>For FSM students compared with other students:</p> <p>Reading: 4 additional months progress</p> <p>Writing: 3 additional months progress</p> <p>Maths: 2 additional months progress</p> |

8.2.1 Please provide information (for both the intervention group and comparison group where you have one) on:

- Sample size, sampling method, and whether the sample was representative or not
Commentary on pupil impact (please also refer to table 6-8 re impact on different groups of pupils)
- Qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

The student evaluations were conducted using a range of measures.

For academic attainment, we looked at the percentage of students below, at or above expected levels of attainment in reading, writing and maths for their age. We took a baseline measure at the beginning of the programme and compared this to the same measures at the end. Of the four schools who completed the full 2- year programme, we were able to get full data for two schools. Across these two schools, we had observations for about 400 students in years 3, 4 and 5 at the start of the program.

This analysis showed that in the period from July 2014 to July 2015, the students conducting the P4C program achieved substantial progress relative to expectations in reading and writing, and some progress relative to expectations in maths. It is not possible to determine the extent to which P4C specifically drove this progress. The data did not allow us to assess the impact on subgroups of students such as FSM or EAL.

We therefore have used data from the EEF study which was conducted on a much more rigorous basis on a comparable intervention over a similar period in schools across the country including

London. The EEF data showed that 16 months of P4C improved reading by four months, writing by three months, maths by two months for FSM students children relative to those in the control schools.

To assess improved speaking and listening skills in the primary schools, we relied upon the teacher electronic surveys mentioned earlier this report. In the secondary school we used specific measures designed by the school for students conducting P4C sessions. The sample size was 110 students out of 217 conducting the programme. Students were excluded from the sample where there was no or only partial data. Baseline data was collected in October 2013. Completion data was collected in July 2015 after 18 months of fortnightly P4C sessions.

This year 8 data showed progress amongst the students conducting P4C from a typical level of competence assessed at “limited/some” to a level assessed at “clear and consistent” or “confident and assured”. To assess the percentage of students outperforming expectations in year 7, we looked at similar teacher assessments for 113 students out of 169 conducting the programme. Baseline data was collected in October 2014 with completion date out in July 2015 after 10 months of fortnightly P4C sessions. Whilst this data showed some progress for the students conducting P4C, it did not allow us to test the target outcome of “Percentage of pupils outperforming expectations in year seven compared against historical trends”.

To assess students’ quantitative impressions of P4C and its impact on non-cognitive aspects of school engagement, we used an electronic survey based on questions designed by Durham University School of Education. For a subset of these questions we were able to obtain national level control data from Durham which had been collected as part of an ongoing assessment of the cognitive aspects of P4C sponsored by the Nuffield Foundation.

The responses to this survey are shown in the appendix and offer some support for a view that P4C leads to more caring and collaborative attitudes but the data is not strong enough to be conclusive on this point.

Qualitative responses from students indicate a wide range of attitudes among students to overall school engagement at primary and secondary level but do not reveal information about students’ attitudes to P4C. This data may become more useful when it can be compared to the full results of the Nuffield study.

The report uses three different student samples:

Sample 1: 400 students in year groups 3 – 6 which had practised P4C. The profile of respondents matches that initially targeted in the Theory of Change. The two sample schools were Grafton and Duncombe, which had conducted the programme for 18 months. This sample was chosen because it represented the two schools who had implemented the programme with the highest level of fidelity over the full project period. The two schools provided data for all pupils in these year groups. We recognise that in sampling the schools with the highest level of fidelity that there may be some sampling bias towards schools that were likely to experience the greatest impact from P4C.

As the results reflected all students in the relevant year groups, the only attrition would have been due to students leaving school, which was a negligible number.

Sample 2: 3,159 students in years 3 – 6 across 48 schools, 22 treatment schools, 26 control schools in 5 areas of England including London. These students are the ones involved in the EEF trial. Recruitment for this sample was done at a whole school level. 50 schools in areas of high

deprivation were recruited and then randomly assigned to be a treatment or a control school. All students in years 4 and 5 were included. Fidelity to the P4C programme was assessed and found to range from poor to good. We would therefore argue that there was a lower likelihood of sample bias in this group than in Sample 1.

This analysis took its results from the national pupil database so there was no attrition.

Sample 3: 113 out of 169 Year 7 students in Holloway school. This sample represents those year 7 students for whom we were able to obtain the evaluation data. We requested data for all year 7 students. We understand that the reason we did not have a full set of data was due to logistics rather than any bias in relation to the adoption of P4C in different classes.

The attrition was 33% in this sample, meaning that the comparison between baseline and completion results should be taken as indicative rather than definitive.

8.3 Wider System Outcomes

Table 13 – Wider System Outcomes

| Target Outcome | Research method/ data collection | Sample characteristics | Metric | 1 st Return and date of collection | 2 nd Return and date of collection |
|---|--|--|---|--|--|
| Increased attendance at network meetings, conferences etc. We are planning to conduct a launch conference, cross-school P4C coordinator meetings, best practice sharing sessions, and a final conference. | Project records of events and attendance | All participation in such meetings | Number of events Attendance | Project launch event: September 2013 80 attendees, teachers from 4 schools and local school system/local authority leaders First P4C leader meeting attended by 4 school leaders | Project completion event: September 2013 100 attendees, teachers and students from 7 schools Second P4C leader meeting attended by 8 school leaders Third P4C leader meeting attended by 7 school leaders |
| Increased number of teachers who are trained to act as Lead practitioners | Project training records | Teachers completing 4 days SAPERE Level 2A and 2B Advanced P4C | Number of teachers completing training | Programme start September 2013 and 2014 = 0 | Programme completion July 2015 = 10 |
| Inclusion of programme activities/ model in the schools' development plans for the continued use of P4C during and after the project | Statements at final P4C leaders' meeting or in P4C leaders reports | All project schools | Number of schools planning to continue with P4C programme | Not applicable | 9 schools |
| Increased number of teachers outside the intervention group schools improve their subject knowledge as a result of this programme | Number of teachers invited onto programme from schools outside project group | All teachers from other schools | Number of teachers and training days | Not applicable | 10 teachers 22 training days |

8.3.1 Please provide information on

- Sample size, sampling method, and whether the sample was representative or not
- Commentary on wider system impact qualitative data to support quantitative evidence.
- Projects can also provide additional appendices where appropriate.

The nature of the wider school system outcomes did not lend itself to systematic sampling, so the majority of evidence is anecdotal in nature. Quantitative data was only relevant in terms of teacher numbers at training and networking events. We asked P4C leaders in each school to provide a completion report: half of the schools involved provided this information. Commentary on each of the outcomes follows:

Outcome 1: Increased attendance at network meetings, conferences etc.

All planned events took place and were well attended. The launch conference was attended by the Mayor of Islington, local education authority leaders and local press as well as teachers from each participating school. We have attached the publicity flyer for the launch event in the appendix.

We ran the final conference as a celebration event for students and teachers from all schools. Seven out of ten schools attended with an average of 8 students per school. This allowed us to run two parallel P4C sessions during the event, at which students reflected on their experience of P4C. We received many interesting and insightful comments which are shown in the appendix. Examples of such comments were:

“I like philosophy because”

- *Everyone can voice their opinion I can share my ideas; I can hear other people’s ideas; I can see how they think; I think and I compare*
- *You can disagree and agree with people: also you can hear other people’s ideas and you can share your ideas too*
- *Your brain works and you get ideas from the simplest things”*

We ran three P4C leader meetings which covered project planning and best practice sharing. Time constraints on P4C leaders made these sessions less productive than we had hoped. P4C leaders have expressed an intention to continue running one such session per year after the completion of the project. Joint training across the schools proved more useful as a way of networking and sharing experience.

Outcome 2: Increased number of teachers who are trained to act as lead practitioners

This went according to plan with 10 lead practitioners being trained across the schools

Outcome 3: Inclusion of programme activities/ model in the schools’ development plans for the continued use of P4C during and after the project

All schools but one plan to continue with P4C after the project ends. Following a change of head teacher, Holloway Secondary School has decided not to continue and will use P4C time to focus on literacy instead. This decision suggests that the school has not taken on board the growing evidence of the benefits to literacy provided by P4C.

Reports from schools reflect these plans:

- Moreland Primary School: *P4C is now embedded into our curriculum and classroom practice. Children are enthusiastic about the enquiries and making good progress. Teachers are confident in delivering sessions and learning from each other. We are planning to ensure that P4C is delivered weekly, making relevant links where appropriate.*
- Hugh Myddelton Primary School: *We have joined forces with St Luke's and Moreland through the P4C network meeting and have Level 1 training booked in for September. Our focus is to develop P4C in KS1 and Early years this year, opening out to KS2 in the future. We are also planning to go for the Bronze award this year to give structure to the year and to embed P4C in the planning and structure of the school*
- Grafton Primary School plans to build P4C into its Teaching School CPD programme.
- Copenhagen Primary School has signed up for SAPERE's three year Going for Gold P4C programme.
- Duncombe Primary school plans to pilot combined P4C and Let's Think English (another LSEF sponsored programme) sessions.

Outcome 4: Increased number of teachers outside the intervention group schools improve their subject knowledge as a result of this programme

We trained 10 teachers from schools outside the borough of Islington as part of the project. This exceeded our expectations in terms of wider engagement.

8.4 Impact Timelines

At what point during/after teacher CPD activity did you expect to see impact on teachers? Did this happen as expected?

We expected to see impact on teachers within 6 weeks of initial CPD training in P4C. In most cases this happened. More substantial impact on teaching practice was evident in the completion survey after 6 or more months of P4C practice.

At what point during/after teacher CPD activity did you expect to see impact on pupils? Did this happen as expected?

We expected to see impact after one-to-two years of regular P4C practice. Again the evidence suggests that this happened as expected.

At what point did you expect to see wider school outcomes? Did this happen as expected?

We expected the wider school outcomes to emerge during the course of the project. Best practice sharing between schools has taken longer to happen than expected, whereas commitment to continue the programme after project completion has been stronger than expected.

Reflect on any continuing impact anticipated.

We hope that the P4C leader network will materialise and will lead to further practice sharing. SAPERE will actively encourage such activity as well as joint P4C practice between students in the schools involved. Grafton's intention to build P4C into its teaching school programme will help to disseminate P4C more widely in the area, as will our plan to develop combined twilight training with

Let's Think English. Providing that schools continue to timetable regular P4C sessions, we anticipate that both teachers and students will see growing impact from P4C over future years.

9. Reflection on overall project impact

The overall impact of our project has been in line with the teacher, pupil and the wider school outcome goals. However, we acknowledge that the findings from the LSEF project schools can only be taken as indicative, since our sample sizes were relatively small and that, in particular for the teacher surveys, there was a high (44%) attrition rate between the baseline and completion surveys. The findings from the EEF study are much more robust with larger sample sizes and no impact from attrition. This is, of course, an external study which reflects findings in different schools, albeit they were following a very similar programme to the LSEF schools.

Teacher outcomes

- The scores for increased teacher subject knowledge of P4C almost doubled over the course of the project. Together with qualitative feedback from teachers, this shows that the training and support programme was effective.
- Teacher scores for confidence in leading P4C in their classrooms doubled over the course of the project. This shows that regular practice of P4C is effective in developing teacher confidence in this form of dialogic pedagogy.
- The use of effective facilitation techniques in P4C lessons and teaching generally increased during the project according to qualitative feedback from teachers.
- Scores for choice of effective P4C stimulus resources increased by proximately 50% during the project. However the use of the shared resource facility by teachers was limited.

Pupil outcomes

- The evidence supports the attainment and progress outcomes for students at KS2. Data from the schools that completed the full programme shows substantial improvements in reading and writing and a lesser improvement in maths. These findings are consistent with the EEF study which also found that there were substantial incremental benefits for FSM students in reading, writing and maths. P4C can therefore claim to be an effective tool in reducing the attainment gap for disadvantaged groups of primary students.
- We were not able to collect effective overall attainment data for secondary students in the project. However, students' scores in an assessment of effective questioning, speaking and listening skills doubled during the project.

Wider system outcomes

- The project has created momentum for P4C amongst Islington schools. 10 schools engaged in the project. Successful project launch and completion events drew attention to the work. All the schools have a P4C leader who is trained to make the sustainable in the schools. Nine schools intend to continue practising P4C after the end of the project. We trained 10 teachers from other schools outside the project.

- Some practice sharing across schools emerged during the project. A similar project in Tower Hamlets has been more effective working across primary-secondary transition and in arranging multi school P4C activities. Islington schools should push further in this direction next year.
- Further evidence for the impact of the project comes from completion reports from the schools' P4C leaders:
 - **Moreland Primary School P4C Leader Report:** *We have a large percentage of EAL children at the school as well as many who have speech and language problems. The focus of speaking and listening in P4C enquiries was one of the reasons for doing P4C. Children need to be able to listen to what is being said by others as well as articulating their own thoughts and opinions. I have seen in my own class the progress that has been made in the year we have been doing P4C. Children listen to each other more carefully, respond directly to what other children have said and are able to say what they want to confidently. Many of the children who have made the most progress are ones with speech and language problems and who are at fairly early stages of English. The biggest qualitative impact has been on the children's speaking and listening skills.*
 - **Hugh Myddleton Primary School P4C Leader Report:** *We were interested to join the project as the benefits for both children and the school from using P4C are great and we wanted to explore the impact P4C could have on the school. Due to internal issues we were not able to roll it out as much as we would have hoped. In Reception I noticed that children's ability to express their opinions and join in in discussion improved after introducing P4C style activities. Further up the school we saw real engagement in the lessons and children beginning to use emerging philosophical language. I think we will see a greater impact once we have been doing P4C for longer as we were only trained in Spring Term 2015 and our school was going through huge change this year so focus has been divided. We have joined forces with St Luke's and Moreland through the P4C network meeting and have Level 1 training booked in for September. Our focus is to develop P4C in KS1 and Early years this year, opening out to KS2 in the future. We are also planning to go for the Bronze award this year to give structure to the year and to embed P4C in the planning and structure of the school.*

The extent to which our theory of change proved accurate

Under **better teaching** we predicted that P4C training, support and resources would drive pedagogical knowledge, teacher confidence in delivery and improved lesson delivery. These mechanisms worked well during the project with the only question being around the use of online resources. Teacher confidence should, in this respect, be taken to mean confidence in the use of the P4C methodology, enquiry based teaching and specific techniques such as open-ended questioning.

Under **improved student** attainment the theory of change was borne out in practice. Feedback from teachers indicates that improved listening, speaking and questioning was common among students doing P. These appear to have driven an acceleration in pupil attainment. Improved primary to secondary transition did not materialise in the project as no mechanisms were put in place to enable this to happen.

Under **whole school system learning**, networking events, cross school training and some best practice sharing all occurred. Model adoption and disseminated training were strong features of the project. The use of networks was less evident.

An unexpected benefit from the project was the opportunity to develop and pilot frameworks to evaluate P4C. SAPERE is now making this framework available to schools in other areas of London and around the country.

A second unexpected outcome was the establishment of links between P4C and Let's Think English (LTE), another intervention that is being evaluated by the LSEF. SAPERE and LTE have arranged trainer exchanges on each other's programmes and will create a joint teacher training program next year in conjunction with Grafton Primary, which Duncombe Primary will pilot.

LSEF Hypothesis

The outcomes support the hypothesis that investing in teaching, subject knowledge and subject-specific teaching methods and pedagogy will lead to improved outcomes for pupils in terms of attainment, subject participation and aspiration

LSEF overall aims

LSEF aim: Cultivate teaching excellence through investment in teaching and teachers so that attention is re-focused on knowledge-led teaching and curriculum.

The project has contributed by building knowledge of P4C as a pedagogy and by building related skills of dialogical teaching.

“P4C facilitation skills have greatly helped my wider teaching effectiveness. I am more aware of how much 'teacher talk' I am doing in lessons and felt more confident in facilitating rather than leading discussions and letting the children find their own answers rather than giving them to them.”

LSEF aim: Support self-sustaining school-to-school and peer-led activity, plus the creation of new resources and support for teachers, to raise achievement in priority subjects in primary and secondary schools.

The project has created the conditions for this to happen in Islington and between Islington and other London boroughs.

“The level of discussion in my classroom has improved which has definitely benefited in literacy sessions. Pupils are displaying greater empathy and are asking more engaging questions. They have also become more confident at explaining their thinking and giving reasons for their opinions”

“Philosophical questions are occurring during other lessons such as in English Science and History- indicating the students are thinking critically and with sophistication”

“[P4C has helped] Particularly with maths investigations and as a stimulus for writing”

LSEF aim: Support the development of activity which has already been tested and has some evaluation, where further support is needed to develop the activity, take it to scale and undertake additional evaluation.

The project has helped develop the P4C methodology which has been present in the UK for 20 years. The particular contribution of this project has been the development of the Theory of Change framework and the piloting of an evaluation package.

LSEF aim: In the longer term, create cultural change and raise expectations in the London school system, so that London is acknowledged as a centre of teaching excellence and its state schools are among the best in the world.

London is rapidly becoming a leading world centre for the practice of P4C. The LSEF funded project reached 1,900 students; a similar project in Tower Hamlets is reaching 5,000 students; smaller P4C projects are taking place in Ealing and Camden; an Early Years project is launching in 5 London schools; a P4C project is active in 5 Greater London Pupil Referral Units and a substantial number of individual schools are taking up P4C.

Meta-evaluation

The most relevant LSEF meta-evaluation theme is ***Focus on stretch in primary schools***. Although P4C is equally relevant at secondary level, 90% of the activity in this project took place in primary schools. The evidence on the project outcomes shows that the project enhanced teachers' knowledge, that it impacted directly on student attainment in English and Maths, that it impacted indirectly in other subject areas and that it delivered a number of other non-cognitive benefits.

10. Value for Money

10.1 Apportionment of the costs across the activity

| Broad type of activity | Estimated % project activity | £ Estimated cost, including in kind |
|---|------------------------------|-------------------------------------|
| Producing/Disseminating Materials/Resources | 3% | 2,529 |
| Teacher CPD (face to face/online etc) | 27% | 20,785 |
| Events/Networks for Teachers | 5% | 3,630 |
| Teacher 1:1 support | 27% | 20,785 |
| Events/Networks for Pupils | 1% | 1,101 |
| Supply and cover | 19% | 14,695 |
| Evaluation | 6% | 4,500 |
| Management and administration | 10% | 7,586 |
| TOTAL | 100% | £75,609 |

The balance of activity was largely as expected. The main area where more would have been beneficial would have been on events and networks for teachers, although time rather than cost was the main constraint in this area.

10.2 Commentary of value for money

The costs of the project over two years were about £40 per student reached. The EEF pupil premium toolkit reports 8 other programmes which have a beneficial impact on disadvantaged students. Several have costs in excess of £500-1,000 per student per year. P4C is in the lowest cost category with meta-cognition, oral language, peer tutoring and mastery learning, all of which cost under £80 per student per year.

The EEF study assessed the cost of a similar P4C programme at £30 per head. Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: “Philosophy for Children is a long-established and well-respected programme. It’s absolutely brilliant that our study’s results give us evidence of its positive impact on primary pupils’ maths and reading results. Given its low cost, teachers should use these results to seriously consider whether philosophy sessions and promoting philosophical thinking could work in their classroom.”

10.3 Value for money calculations

We have assessed the value for money calculations on the basis of SAPERE’s recommended 3 year Going for Gold programme rather than the specific costs of the LSEF project. This is because the schools in the LSEF project received varying degrees of support depending on when they started the programme and so it is not possible to define standard unit costs across the project.

The costs below are based on the number of pupils in Duncombe Primary school.

| Expenditure items | Description | Full programme budget |
|--|------------------------------------|-----------------------|
| L1 INSET courses (plus twilight) | 2 day course for all teachers | £2,500 |
| L1 Open places | 2 day course for 5 new teachers | £1,000 |
| Tools for Thinking Together courses | 1 day course for all teachers | £1,100 |
| L2A places | 2 day course for 4 teachers | £1,200 |
| L2B places | 2 day course for 2 teachers | £600 |
| Support days | 7 support/coaching days | £3,500 |
| Sapere school membership | 3 years on line resource access | £225 |
| School award costs | Bronze, Silver and Gold award fees | £300 |
| Programme administration | 3 years programme administration | £2,000 |
| Supply cover | 12 days | £2,400 |
| Sub-total committed expenditure | | £14,825 |
| Unit Costs | Costs per unit | Units impacted |
| Costs per pupil benefitting from the programme | £26 | 565 pupils |
| Costs per teacher trained on the programme | £549 | 27 teachers |
| Costs per year per school | £4,942 | 1 school: 3 years |

Economy Assessment

The P4C programme appears to be cost effective in relation to comparable programmes. For example, a whole school programme offered by Thinking Schools International costs about £5,000 per year and a whole school programme offered by Achievement for All costs about £7,500 per year.




Efficiency Assessment

The unit cost per pupil impacted is £26. The unit cost per teacher trained is £549 and the annual cost per school is £4,942. The EEF study assessed the costs of the P4C programme at £16 per pupil impacted but this was for a 16 month programme. The EEF ranks P4C in its least expensive unit cost

band. It has so far completed a full evaluation of one closely comparable programme (PATHS) which costs £34 per pupil, but did not have as much impact as P4C.

Effectiveness Assessment

The impact of P4C was assessed by the EEF as follows:

| TEST DOMAIN | KEY STAGE 2 TEST DOMAIN | EFFECT SIZE | MONTHS PROGRESS | EVIDENCE STRENGTH** | COST |
|--|-------------------------|-------------|-----------------|---|-----------|
| P4C vs comparison group | Maths | +0.10 | +2 months |  | £ £ £ £ £ |
| | Reading | +0.12 | +2 months |  | £ £ £ £ £ |
| | Writing | +0.03 | 0 months |  | £ £ £ £ £ |
| Free School Meal Pupils: P4C vs comparison group | Maths | +0.20 | +3 months | N/A | £ £ £ £ £ |
| | Reading | +0.29 | +4 months | N/A | £ £ £ £ £ |
| | Writing | +0.17 | +2 months | N/A | £ £ £ £ £ |

Putting this evidence together, this we can say that an investment in P4C of £30 per pupil can deliver at least 2 months of additional progress in Maths and Reading for all pupils and additional progress for disadvantaged pupils of 4 months in reading, 3 months in maths and 2 months in writing.

11. Reflection on project delivery

Description of the project delivery

The project delivery methodology is known as ‘Philosophy for Children’ (P4C) - an educational approach centred on nurturing philosophical enquiry. The aim of the programme is to help children become more willing and able to question, reason, construct arguments and collaborate with others. Through the training and development of teachers, the initiative is intended to foster cognitive improvement and greater self-confidence in young people, leading to higher academic attainment and non-cognitive development in areas such as pupils’ self-esteem.

Schools received introductory training for all staff in year 1 and additional days of in-school support as well as access to resources. All the training and support was provided by SAPERE accredited trainers.

P4C training for teachers

All staff received two days (or equivalent) of SAPERE Foundation Training (Level 1). The training included:

- Explanations of the principles and methods of P4C
- Demonstrations of P4C in action
- An introduction to available resources
- Advice on the evaluation of P4C
- Advice on placing P4C in the school curriculum

Most staff also received 1 day of P4C Tools for Thinking Together training which provides additional facilitation techniques and addresses issues faced by teachers in their early practice.

Selected teachers did 4 days of P4C Advanced Training (Level 2A and 2B), to allow them to model high quality P4C to less experienced teachers and to take the role of P4C leader in planning and driving sustainable P4C in their schools.

In-school support

Schools received additional support days where trainers demonstrated P4C with children and helped plan lessons and gave feedback. They advised teachers who had taken on a leading role for P4C in the school. Most schools used all the support days but some did not, because of changes of priorities after inspections or management changes.

P4C in the classroom

P4C is a whole-class intervention which aims to stimulate classroom dialogue in response to children's own questions about shared stories, films and other stimuli. The classroom protocol must be adhered to, but it was up to schools how often they conducted P4C lessons.

The main emphasis of the intervention is to allow pupils to think and ask questions. With guidance from the teacher, the dialogue is focused not only on the chosen questions but also on the assumptions that lie behind the answers and the criteria used to make judgements. P4C aims to help pupils' to think logically, to voice their opinion, to use appropriate language in argumentation and to listen to the views and opinions of others. The following are the main ten stages of a P4C session:

1. Getting set – starter activities to encourage particular skills such as listening, collaborating, questioning
2. Presentation of stimulus – chosen by the teacher to stimulate questions, often a story-book or video clip
3. Thinking time – private reflection by students on ideas prompted by the stimulus
4. Question making – in small groups students come up with a question for discussion based on the stimulus
5. Question airing – each group presents its proposed question and says why it came up with it. Opportunity for the teacher to encourage philosophical questions
6. Question choosing – students choose one question for discussion, usually by voting
7. First thoughts – students give their initial ideas on the chosen question with reasons behind those ideas
8. Building – students discuss each other's ideas in a full group, agreeing, disagreeing, building, giving examples, always supported by a reason and discussed respectfully. Opportunity for the teacher to push for deeper thinking
9. Last thoughts – opportunity for all students to make a final point, often gives those who have so far not participated much to provide their input
10. Review – teacher asks students to reflect on how the P4C enquiry went and what could have gone better. Opportunity to develop themes or identify skills and behaviours which can be explored in the next session

11.1 Key Enablers and Barriers to Achievement

Were there internal and/or external factors which appear to have had an effect on project success, and how were these responded to (if applicable)?

The primary enablers of achievement were the willingness of schools to make teachers available for P4C training, the quality of the training and the allocation of class time for P4C sessions. Where barriers arose, it was either due to lack of available time, or due to staff changes/shortages which prevented training from happening. Trainers attempted to change schedules to counter these issues, but were not always successful in doing so.

What factors need to be in place in order to improve teacher subject knowledge?

- Head-teacher support for the programme
- Appointment of a teacher who is passionate about P4C to be the P4C leader
- Sustained support from an accredited P4C trainer
- Timetabling of regular (ideally weekly) P4C sessions with all student groups

11.2 Management and Delivery Processes

How effective were the management and delivery processes used?

Overall the processes were effective. Feedback on the delivery of training and in-school support from teachers was positive. Administrative procedures were less effective at times because of time constraints on the project coordinator and difficulties maintaining responsive communications with some schools. Obtaining evaluation data was a problem at times.

Were there any innovative delivery mechanisms and what was the effect of those?

SAPERE introduced a new refresher training course into this project. This course gave teachers additional expertise and reinforced their confidence.

SAPERE established a Virtual Learning Environment as a source of online resources and a forum for practice sharing. This did not work well as only a small number of teachers accessed it.

Did the management or delivery mechanisms change during the lifetime of the project and what were the before or after effects?

The one-day refresher course was split across two extended twilights which made it more accessible to schools and increased participation.

The SAPERE project manager took over a greater than planned load on the project administration to release the work-load on the Grafton Primary project coordinator.

The SAPERE project manager took over the evaluation work stream after the project researcher became unavailable. We redesigned the evaluation mechanisms to simplify the data requirements and make more use of electronic surveys.

11.3 Future Sustainability and Forward Planning

Do you have any plans for the future sustainability of your projects?

We are planning to take advantage of the extra time under the LSEF funding to train up new teachers in the autumn 2015 term and to fill some training gaps for the original group of teachers. We will leverage the LSEF funds by subsidising rather than fully paying for this extra training.

The P4C leaders in each school want to keep the cross-school networking going after the end of the project.

Schools will be encouraged to apply for SAPERE's P4C Bronze, Silver and Gold Awards which provide a framework for embedding sustainable P4C. One school (Copenhagen) has already decided to take up SAPERE's Going for Gold programme as a structured way of achieving this goal.

What factors or elements are essential for the sustainability of your project?

- Maintenance of head-teacher support for the programme
- Designation of a passionate teacher as P4C leader
- Access to support from an accredited P4C trainer
- Timetabling of regular (ideally weekly) P4C sessions with all student groups and subsequent inclusion of P4C in the curriculum

How have you/will you share your project knowledge and resources?

- All schools and teachers will have continued access to online P4C resources
- We will produce a case study which we will publish via the SAPERE bulletin and make available online
- We will work with other dissemination channels recommended by the LSEF and its partner organisations to share knowledge and resources

12. Final Report Conclusion

In interpreting the table below, please note that our comments on achievement can only be taken as indicative, given the relatively low sample sizes and high attrition rates in some samples. We do not claim that these achievements have been validated at a statistically significant level.

| Target Outcome | Achievement |
|---|---|
| Teacher outcome 1: Increased teacher scores in P4C subject knowledge/ teaching method surveys | Achieved |
| Teacher outcome 2: Increased teacher scores in confidence surveys | Achieved in respect of the P4C methodology and enquiry based teaching |
| Teacher outcome 3: Use of effective facilitation techniques in observed lessons (e.g. use of open ended questioning) | Achieved |
| Teacher outcome 4: Uptake of new resources | Too little evidence to state |
| Pupil outcome 1: Increased attainment (levels and sub levels at KS2-3) compared against historical trend in maths, reading, writing: | Achieved at KS2 Too little evidence to state at KS3 |
| Pupil outcome 2: Increased levels of progress (point scores and % achieving higher point scores than expected) | Achieved at KS2 |
| Pupil outcome 3: Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against historical trend | Too little evidence to say from project schools, but other independent research suggest this was achieved |
| Pupil outcome 4: Improved speaking and listening skills assessed by teacher feedback, recordings and observations | Achieved |
| Pupil outcome 5: Higher percentage of pupils outperforming expectations in Year 7 compared against historical trend | Too little evidence to state |
| Wider system outcome 1: Increased attendance at network meetings, conferences etc. We are planning to conduct a launch conference, cross-school P4C coordinator meetings, best practice sharing sessions, and a final conference. | Partially achieved |
| Wider system outcome 2: Increased number of teachers who are trained to act as Lead practitioners | Achieved |
| Wider system outcome 3: Inclusion of programme activities/ model in the schools' development plans for the continued use of P4C during and after the project | Achieved |
| Wider system outcome 4: Increased number of teachers outside the intervention group schools improve their subject knowledge as a result of this programme | Achieved |

Key lessons learnt for assessment of project delivery

What activities/approaches worked well?

- Standard SAPERE P4C training courses, Foundation (Level 1), Tools for Thinking Together and Advanced (Level 2A and 2B);
- In-school support sessions from SAPERE trainers
- Project launch event and completion event

What activities/approaches worked less well?

- P4C leader networking meetings (difficult to schedule)
- Data collection (in some schools)

What difficulties were encountered in delivery and how could they be mitigated in the future?

- The primary difficulty was in having teachers released to attend. This was mitigated to some extent by the use of extended twilights for training. In future projects, we could schedule all training when schools are planning the following year's INSETS.

Were there any additional or unintended benefits (e.g. increases in student attendance as a result of an intervention aimed at teachers)?

- Inviting teachers from schools outside the project onto training courses, at no cost to their schools
- Developing an evaluation framework for future use
- Deciding to develop a joint P4C and Let's Think English course

Informing future delivery

What should the project have done more of?

- A higher degree of joint student working between schools
- Specific set of activities to encourage teacher and student exchanges across the primary-secondary transition, along the lines of the model adopted in SAPERE's East London P4C Hub project
- A mandatory head-teachers' project review meeting at the half-way stage
- A baseline assessment on the student voice online survey. This had not been developed at that time

What should the project have done less of?

- We should have defined a less extensive set of metrics for the project, in order to improve the response rates on the data that we did request.

What recommendations would you have for other projects regarding scaling up and/ or replicating your project?

- We would recommend SAPERE's P4C Going for Gold programme as the basis for future projects, implemented as a hub model involving primary and secondary schools. This programme is a systematic way to implement high quality, sustainable P4C.
- Place online resource access in the schools' own Virtual Learning Environments rather than trying to establish a separate VLE for the project. Teachers seem reluctant to log in to additional systems.
- We would recommend that the umbrella body organising the project attempts to gain access to National Pupil Database data for project participants.

Have we found anything surprising from the project?

- The difficulty of getting good data from schools, even when it is a subset of data that they have, has surprised us negatively. This is not a unique issue to the schools involved in this project.
- The insights that come from the qualitative comments in the pupil voice surveys have surprised us positively. The responses sometimes go far wider than commentary related just to P4C and some schools have indicated that they find these a valuable reflection on how pupils feel about their school experience generally.

How are we integrating our findings into future delivery?

- The main changes we are making to our current and future delivery relate to the evaluation procedures. The P4C leader, teacher and pupil voice surveys have proved valuable. SAPERE is now regularly using these with schools on its Going for Gold programme, of which there are nearly 20 in London. SAPERE is attempting to develop benchmarks which schools can use to compare their own results with schools who have been assessed as delivering P4C with high fidelity. At the same time, the Nuffield Foundation is sponsoring independent evaluation of the impact of P4C on the measures used in the pupil voice survey, which will provide further benchmark data and a more rigorous assessment of P4C's impact on these measures. This research will be published in November 2016.
- The P4C leader network that was established in the project is to be expanded into a North London P4C hub, primarily targeting schools in Islington, Camden and Haringey. The launch meeting for this network will take place in Islington in late March 2016. The purpose of the network is to maintain and build links between P4C schools, to offer joint training and practice sharing for teachers, and joint practice opportunities for pupils. This will be a voluntary network facilitated by SAPERE.

Appendix 1

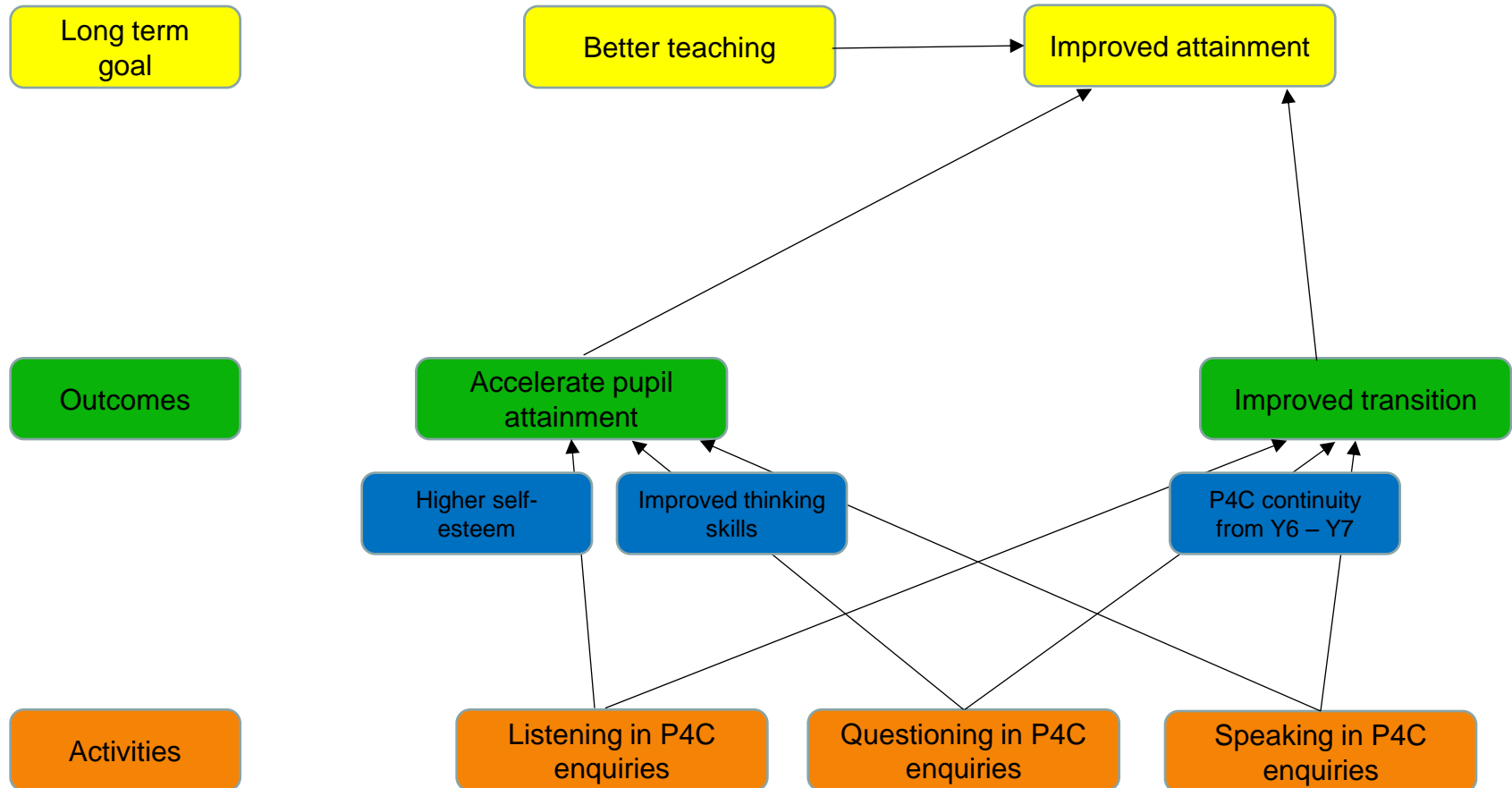
Theory of Change for London Schools Excellence Fund Project

27 November 2013



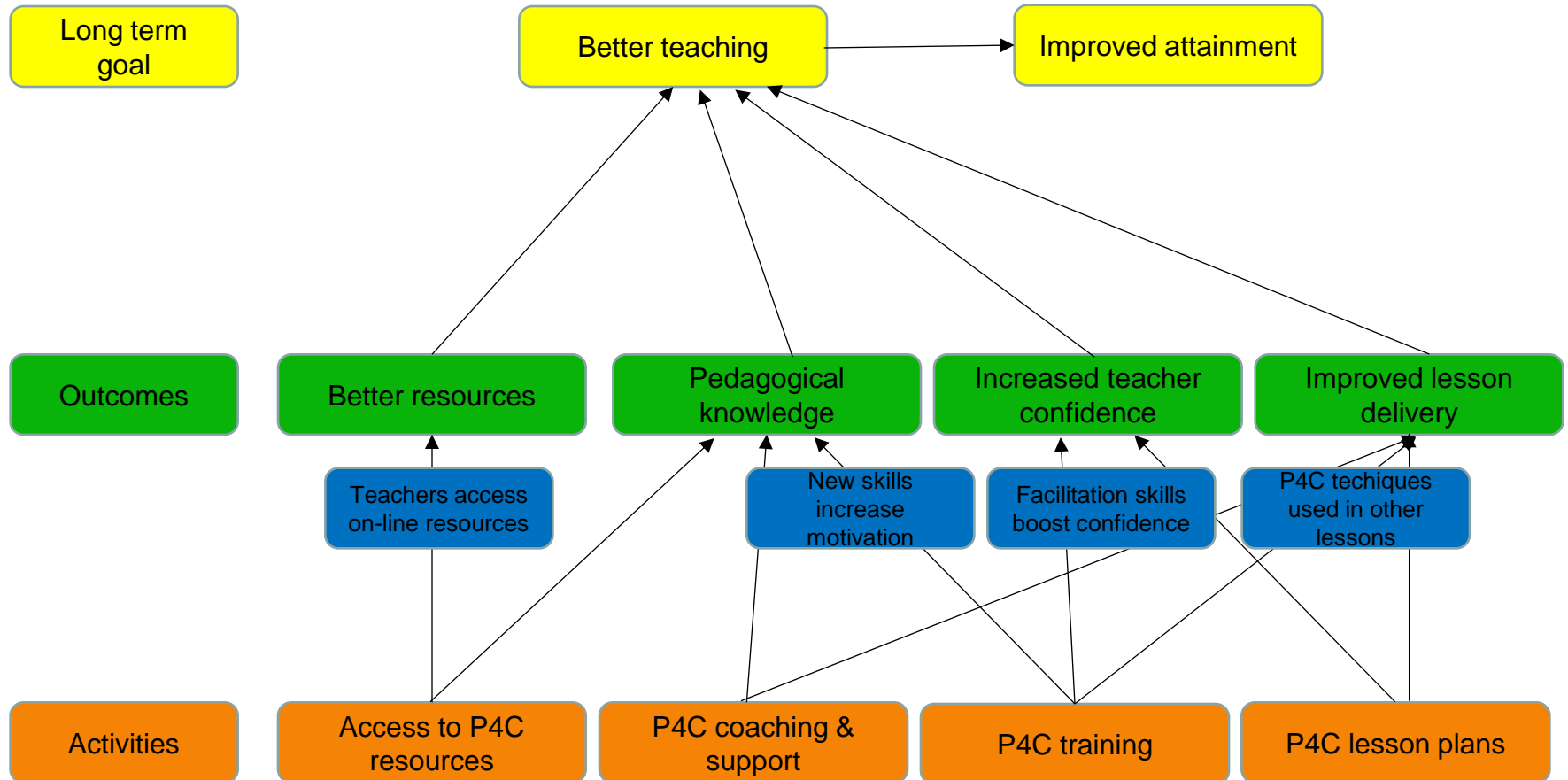
LSEF Philosophy for Children Project

Theory of Change – **Improved Attainment**



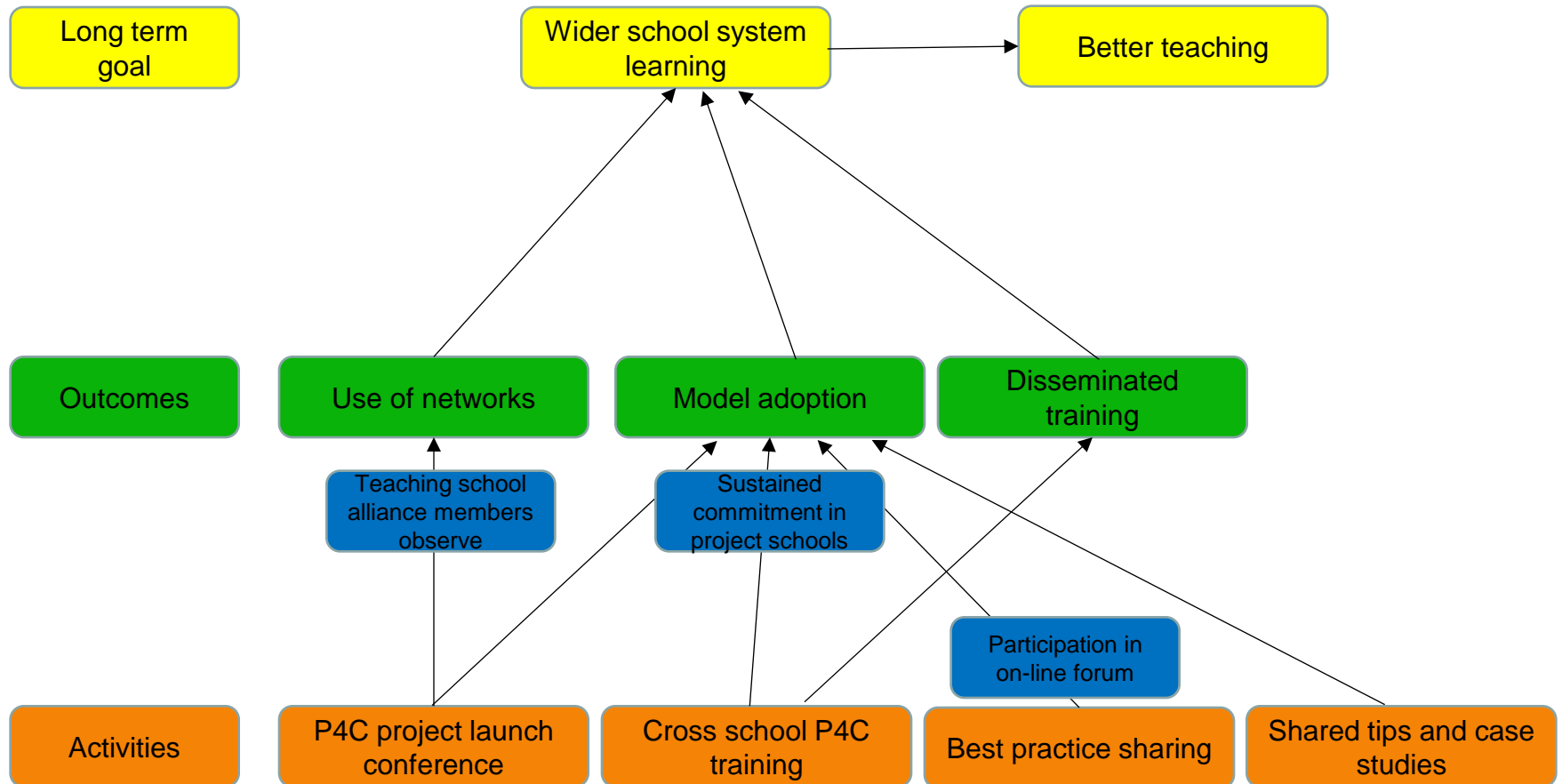
LSEF Philosophy for Children Project

Theory of Change – **Better Teaching**



LSEF Philosophy for Children Project

Theory of Change – **Whole School System Learning**



Appendix 2

Template Evaluation Plan

| <u>Outputs</u> | <u>Indicators of Outputs</u> | <u>Baseline data collection</u> | <u>Impact data collection</u> |
|--|---|--|---|
| Teachers trained as P4C practitioners | Numbers of teachers trained at level 1 and Level 1 Plus | Numbers of teachers trained at level 1 and Level 1 Plus pre-intervention | Numbers of teachers trained at level 1 and Level 1 Plus after Yr1 and Yr2 of intervention |
| Teachers trained as P4C lead practitioners | Numbers of teachers trained at Level 2 | Numbers of teachers trained at Level 2 pre-intervention | Numbers of teachers trained at Level 2 after Yr1 and Yr2 of intervention |
| Y 4 -6 pupils regularly conducting P4C enquiries | Numbers of Y 4 -6 pupils regularly conducting P4C enquiries | Numbers of Y 4 -6 pupils regularly conducting P4C enquiries pre-intervention | Numbers of Y 4 -6 pupils regularly conducting P4C enquiries after Yr1 and Yr2 of intervention |
| Y 7 pupils regularly conducting P4C enquiries | Numbers of Y7 pupils regularly conducting P4C enquiries | Numbers of Y7 pupils regularly conducting P4C enquiries pre-intervention | Numbers of Y7 pupils regularly conducting P4C enquiries after Yr1 and Yr2 of intervention |
| <u>Teacher Outcomes</u> | <u>Indicators of Outcomes</u> | <u>Baseline data collection</u> | <u>Impact data collection</u> |
| | | | |
| Pedagogical knowledge | <input type="checkbox"/> Increased teacher scores in P4C subject knowledge/ teaching method surveys This will be via a survey designed by us for the project and will test teachers perceptions of how their knowledge of the P4C pedagogy progresses over time | <input type="checkbox"/> Results collected for individual teachers from pre intervention subject knowledge/ teaching method surveys Conducted in January 2014 | <input type="checkbox"/> Results collected for individual teachers from subject knowledge/ teaching method surveys after Yr1 and Yr2 of intervention Conducted in second half of summer term 2014 and during summer term 2015 |
| Increased teacher confidence | <input type="checkbox"/> Increased teacher scores in confidence surveys This will be via a survey designed by us for the project and will test teachers confidence in facilitating philosophical enquiries | <input type="checkbox"/> Scores collected for individual teachers from pre intervention confidence surveys Conducted in January/February 2014 | <input type="checkbox"/> Scores collected for individual teachers from post intervention confidence surveys after Yr1 and Yr2 of intervention. Conducted in second half of summer term 2014 and during summer term 2015 <input type="checkbox"/> Interviews/ focus group of sample of survey respondents to moderate survey findings with around 5 teachers per school. Conducted in second half of summer term 2014 and during summer term 2015 |

| | | | |
|-----------------------------|--|---|---|
| Improved lesson delivery | <input type="checkbox"/> Use of effective facilitation techniques in observed lessons (e.g. use of open ended questioning) The observations will be conducted by a combination of an independent researcher and the P4C coordinators in each school using SAPERE P4C criteria | <input type="checkbox"/> Observations collected for a sample of individual teachers from initial P4C enquiries in spring/summer 2014 (note: they need to have done the P4C training before they can start facilitating enquiries). | <input type="checkbox"/> Observations collected for individual teachers from lessons after Yr1 and Yr2 of intervention. Conducted in second half of summer term 2014 and during summer term 2015 |
| Better resources | <input type="checkbox"/> Uptake of new resources | <input type="checkbox"/> Audit/sample scrutiny of existing P4C specific resources being used (eg stimuli, lesson plans). Conducted in January 2014 | <input type="checkbox"/> Use of new P4C specific resources in lessons (through lesson observations or work scrutiny). Usage analysed against performance in observed lessons. Conducted in second half of summer term 2014 and during summer term 2015 |
| Pupil Outcomes | | | |
| Accelerate pupil attainment | <input type="checkbox"/> Increased attainment (levels and sub levels at KS2-3) compared against historical trend in maths, reading, writing <input type="checkbox"/> Increased levels of progress (point scores and % achieving higher point scores than expected) <input type="checkbox"/> Reduced gap between attainment of different sub-groups/disadvantaged groups of pupils (e.g. FSM, LAC, by gender etc.) compared against historical trend <input type="checkbox"/> Improved speaking and listening skills assessed by teacher feedback, recordings and observations | <input type="checkbox"/> Intervention group: assessed level on entry to the programme in comparison to equivalent data for 2 years previous. Conducted in January 2014 using latest available school data <input type="checkbox"/> Intervention group: estimated point score without intervention (for Y1 and Y2 of programme) using geric predictions: Conducted in January 2014 using latest available school data <input type="checkbox"/> Trend data: in-house % points gaps between relative performance of sub groups for the 2 previous year groups Conducted in January 2014 using latest available school data | <input type="checkbox"/> Intervention group: actual pupil attainment levels after Y1 and Y2 of intervention in comparison to equivalent data for 2 years previous. Conducted in July 2014 and July 2015 using latest available data <input type="checkbox"/> Intervention group: difference between actual attainment and expected attainment (without intervention). Conducted in July 2014 and July 2015 <input type="checkbox"/> Intervention group: in house % points gaps between relative performance of sub groups after Year 1 and 2 of intervention compared to historical trend. Conducted in July 2014 and July 2015 |

| | | | |
|--|--|--|---|
| | | <input type="checkbox"/> Intervention group: assessed speaking and listening scores on entry to the programme in comparison to equivalent data for 2 years previous. Conducted in January 2014 using latest available school data <input type="checkbox"/> Video/voice recordings of P4C enquiries at early stage of programme (sample only) This will show speaking, listening, questioning and reasoning skills. Conducted in February/March 2014 | <input type="checkbox"/> Intervention group: assessed speaking and listening scores after Year 1 and 2 of intervention compared to historical trend. Conducted in July 2014 and July 2015 <input type="checkbox"/> Video/voice recordings of P4C enquiries in final term of the programme (sample only). Conducted in second half of summer term 2014 and during summer term 2015 |
| Improved transition | <input type="checkbox"/> Higher percentage of pupils outperforming expectations in Year 7 compared against historical trend | <input type="checkbox"/> Intervention group: expectation levels of Year 6 and Year 7 pupils pre-intervention. Conducted in January 2014 using latest available school data <input type="checkbox"/> Trend data: percentage of pupils outperforming expectations in Year 7 for the 2 previous year groups. Conducted in January 2014 using latest available school data | <input type="checkbox"/> Intervention group: assessed levels of pupils at end of Year 7 post Y1 and Y2 of intervention compared with initial expectations. Conducted in July 2014 and July 2015 using latest available school data <input type="checkbox"/> Trend data: percentage of pupils outperforming expectations in Year 7 post Y1 and Y2 of intervention compared with equivalent data for the 2 previous year groups. Conducted in July 2014 and July 2015 using latest available school data |
| School System / 'Culture Change' Outcomes | Indicators of Outcomes | Baseline data collection | Impact data collection |
| Use of networks | <input type="checkbox"/> Increased attendance at network meetings, conferences etc. We are planning to conduct a launch conference, cross-school P4C coordinator meetings, best practice sharing sessions, and a final conference. | <input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences, taking advanced courses etc. over 12 months previous to the intervention. Conducted in January 2014 based on teacher survey data <input type="checkbox"/> Number of trained Lead | <input type="checkbox"/> Numbers and profile of teachers attending numbers of network meetings, conferences etc. over Y1 and Y2 of the intervention. Conducted in second half of summer term 2014 and during summer term 2015 <input type="checkbox"/> Number of trained Lead practitioners |

| | | | |
|-----------------------|---|--|--|
| | <input type="checkbox"/> Increased number of teachers who are trained to act as Lead practitioners | practitioners pre intervention. Conducted in January 2014 based on teacher survey data | after Y1 and Y2 of intervention. Conducted in second half of summer term 2014 and during summer term 2015 |
| Model adoption | <input type="checkbox"/> Inclusion of programme activities/ model in the schools' development plans for the continued use of P4C during and after the project | <input type="checkbox"/> Development plan pre roll-out of intervention. Conducted in January 2014 based on P4C coordinator plans <input type="checkbox"/> Commitment/ sign up by school to specific criteria pre intervention. Conducted in January 2014 based on school commitment agreements <input type="checkbox"/> | <input type="checkbox"/> Part of department/ school/ council development plan. Conducted in second half of summer term 2014 and during summer term 2015 <input type="checkbox"/> Number of teachers following development plan/ due to roll out changes. Conducted in second half of summer term 2014 and during summer term 2015 <input type="checkbox"/> Commitment/sign up by school to specific criteria as part of project e.g. release of staff to work with other schools. Conducted in second half of summer term 2014 and during summer term 2015 |
| Disseminated training | <input type="checkbox"/> Increased number of teachers outside the intervention group schools improve their subject knowledge as a result of this programme | <input type="checkbox"/> Existing training courses/ sessions/ workshops offered to teachers outside of the intervention group via invitations to a launch conference and a final conference, plus the opportunity to join P4C training sessions where capacity is available, and the opportunity to observe P4C enquiries in action. <input type="checkbox"/> Number of teachers outside of the intervention group attending existing training offered by your programme. Pre intervention data not relevant here | <input type="checkbox"/> New training courses/ sessions/ workshops offered to teachers outside of the intervention group based on/ as part of your programme. Conducted in second half of summer term 2014 and during summer term 2015 <input type="checkbox"/> Number of teachers outside of the intervention group attending training offered by your programme. Conducted in second half of summer term 2014 and during summer term 2015 |

NB. Please add more rows or further detail as necessary