

## Submission to the House of Commons Education Committee Inquiry:

### The Purpose and Quality of Education in England

This submission is made on behalf of **SAPERE**, a charitable company dedicated to advancing the teaching and learning methodology **Philosophy for Children** in the UK.

#### 1. Executive summary

- Education is not just a preparation for life - it is part of life.
- The purpose of education is to inculcate a balance of the skills, knowledge and dispositions that will allow all children of all ages to flourish in the current and future spheres of their life: personally, socially, morally, culturally, professionally, economically and as citizens. It should encourage children to become lifelong learners. The twelve aims set out in the Cambridge Primary Review are suggested as an encapsulation of this purpose, and are equally applicable to secondary education.<sup>1</sup>
- The full richness of this purpose is not captured by current accountability frameworks and as a result, despite good intentions, is not fostered in current provision in schools. Defining the purpose will allow new and better measures to be developed.
- In addition, without a broad definition there is a risk that education is treated as purely instrumental such that society's stake in it is expressed in a drive for direct economic benefits. SAPERE believes that if narrowed to prioritise these benefits alone, education will be found lacking. A successful democracy needs more. It needs of course, the basic skills of numeracy and literacy and a range of domain-specific knowledge, but it also needs people who are pro-active and productive *and* who are independent minded, socially engaged, responsible and thoughtful citizens.
- To achieve this our society needs young people who are trained to think for themselves and to think with others: critically, creatively, caringly and collaboratively.
- This is the dialogic approach that underpins SAPERE's Philosophy for Children; a pedagogy taught to 3,000 teachers a year in the UK and which now has more than 60 award schools across the country. It is an evidence-based approach with a growing body of research in the UK and internationally that demonstrates wide-ranging benefits including increased cognitive ability; improved wellbeing; enhanced social skills; and resilience to extremism.

#### 2. Introduction

##### 2.1 SAPERE

SAPERE is a UK charitable organization (charity number 1144595) that works with schools, pupil referral units (PRUs), universities<sup>2</sup>, colleges and communities to provide training and support in **Philosophy for Children (P4C)**. SAPERE has a twenty-year

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<sup>1</sup> 'The 12 aims of Cambridge Primary Review [http://cprtrust.org.uk/about\\_cprt/aims/](http://cprtrust.org.uk/about_cprt/aims/)'

<sup>2</sup> SAPERE partner universities teaching P4C to trainee teachers: University of Cumbria, University of Gloucester, Keele University, Liverpool Hope University, Liverpool John Moores University, Newcastle University, Oxford Brookes University, Sheffield Hallam University, University of Winchester.

record of success in improving educational outcomes, particularly those of children from more deprived backgrounds<sup>3</sup>. Over the last fifteen years it has worked with a range of partners<sup>4</sup> including the Education Endowment Foundation (EEF) to promote research into the effects of P4C. SAPERE trains 3,000 teachers a year; increasingly works with school 'hubs' partnering secondary schools and their feeder primaries; and has a growing network of more than 60 award schools across the country<sup>5</sup>.

## **2.2 Philosophy for Children (P4C)**

The SAPERE educational approach is known as Philosophy for Children (P4C). P4C is a powerful pedagogy that has a positive impact on children and schools. It can be used across the curriculum and at all key stages. It is centered on philosophical enquiry, in which a trained teacher leads children in a dialogue about a question that has significance for them. SAPERE places particular emphasis on the development of capabilities for forming and asking more and better questions, for listening well, for developing the language to disagree agreeably, for collaborative and caring as well as creative and critical thinking, for democratic engagement and ongoing reflection on meaning, value and purpose. These are developed through dialogue and by the use of additional exercises and activities.

## **3. Reason for submission**

SAPERE welcomes the Education Committee's inquiry into the purpose and quality of education in England. The question of education's purpose has been debated far and wide over many years and some have expressed surprise that, given the many education policy initiatives launched by successive UK governments, the question should need to be asked at all. SAPERE agrees however, that it is vital that as a nation we establish what we believe the purpose of education to be; what we therefore want our schools to achieve; and how we will assess their success. SAPERE's own experience convinces us that change is needed.

Research shows that SAPERE's educational interventions have significant benefits for children, teachers and schools<sup>6</sup>. These benefits include improvements in SAT performances as well as in listening and speaking, curiosity, thinking skills and responsible social and democratic behaviour – some of the key attributes of thoughtful citizens. In addition many of these benefits are seen more markedly in more disadvantaged pupils. Despite this, SAPERE's dialogical, communal, democratic, concept-focused and reflective practice can be difficult to introduce in the current educational framework. The dominant focus on knowledge acquisition and basic skills, together with an accountability regime widely perceived as punitive, works against the development of philosophical enquiry and reflection as well as other important dimensions of human flourishing such as art and music.

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<sup>3</sup> See [Education Endowment Foundation research report](#)

<sup>4</sup> SAPERE research partners include: Education Endowment Foundation, Nuffield Foundation, Durham University, Open Futures and the Helen Hamlyn Trust, William Wates Memorial Trust, University of Dundee, Mayor's London Schools Excellence Fund, University of Newcastle, SHINE Trust, Camden Partnership for Educational Excellence, Liverpool Healthy Schools and the Wiser Wales Project.

<sup>5</sup> See Appendix 2 for a list of SAPERE award schools.

<sup>6</sup> See section 11 for a summary of the latest research.

This submission calls for a shift towards a broader range of educational aims that are pursued together. When this happens, knowledge acquisition will inform the discussion of values and stimulate artistic responses, while disagreement over values will prompt the search for trustworthy information, and so on. At the moment this potential for synergy is restricted and our children, teachers and schools suffer as a result.

SAPERE also recommends educational policies that put greater emphasis on social learning and social evaluation, that rewards pupil responsibility for thoughtful practical action, and that recognises thinking philosophically and reflectively with others as being necessary for thoughtful citizenship in school and beyond.

#### **4. The purpose of education**

The ongoing challenge of education is to enable children now and in the future to take their place as engaged participants in an increasingly demanding world of environmental, technological, political and cultural change.

In order to do that education must go beyond providing instruction in basic skills and domain-specific knowledge and draw children into a wide range of experiences that are fulfilling and responsive to their own personhood (including interests, personality, abilities, aspirations, values); while providing opportunities for collaboration and reflection so that children are more likely to be responsive to the personhood of others.

Its purpose must be to inculcate a balance of the skills, knowledge and dispositions that will allow all children of all ages to flourish in the current and future spheres of their life: personally, socially, morally, culturally, professionally, economically and as citizens. The Cambridge Primary Review sets out 12 aims which comprehensively reflect that purpose.

Education should encourage children to become lifelong learners.

Put simply, education must enable children, now and in the future, to live better lives – to be better people who do better things - who can reflect on what ‘better’ means in all areas of their life and strive to achieve it.

#### **5. Capabilities for intelligent citizenship in the changing world**

We know less about our future than previous generations knew of theirs. But we can predict that the more extensive, rapid and unpredictable the changes in our world become, the less sufficient traditional models of knowledge and skills transmission will be. They will not be redundant. On the contrary accurate information, ancient wisdoms and the skills honed over ages may be more important than ever. But the world now, and the world soon to be, need persons and communities who are practically capable. We need persons who are pro-active as well as responsive and adaptive to change, who take responsibility individually and collectively for getting done the things that need to be done – in the classroom, in the street, on the Internet and in the world. We need persons who can and will challenge bad practice, speak truth to power, stand up for values, and participate in the conversation of humankind. We need persons who can think practically with others about things that matter. Action is needed and it must be thoughtful and reflective.

## **6. The ideal of the educated person**

So how does an educated person for the new era look? To be educated, one should have the skills, understanding and disposition of the good citizen as a participant in thoughtful action. Such an educated person would need more than to know a lot or be very skilled, more even than to be inclined and able to use knowledge and skills expertly and for good. The educated person in the modern context needs the dispositions of an ongoing learner, one who keeps thinking, acting and reflecting in different circumstances, for different reasons and in different company. An educated person is one who seeks out different questions, engages with alternative interlocutors, and is curious about new ideas. It is someone who wants to keep learning and keep thinking how to and why to learn. And the educated person, as a member of a learning community, must have an interest in the learning of others, be inclined to draw them into dialogue, provoke their thinking, be responsive to their own life-plans and help them to reflect.

## **7. Pro-social education**

An education fit for our age is necessarily social. The skills, understanding and dispositions of listening and speaking, question forming, practical action and review are better developed, and in some cases are only possible, in and through membership of a community. Independent mindedness is formed through critical dialogue. Democratic practices cannot be learned in isolation. Education can also do much more to engender pro-social attitudes and behaviours. In an educational community, learners come to provide the support and challenge for their peers and to take some responsibility for behaviour and the quality of learning. Many schools now adopt behaviour policies enforced by rigid behaviourist 'carrot and stick' approaches to discipline that have only limited success. Encouraging modes of behaviour through the development of social norms is far more effective. Socially focused education can help learners understand how communities are built by recognising contribution, and by fostering respect and thoughtful action.

## **8. What to evaluate?**

If the purpose of education is to inculcate a balance of skills, knowledge and dispositions as suggested in section 4, then what should be evaluated is whether children are obtaining a balance of the appropriate skills, knowledge and dispositions. It has been argued widely that the narrow focus on exam results of the current accountability framework distorts school provision and educational outcomes. We would wish to see a wider evaluation matrix which also considers children's ability to ask appropriate questions, whether the school is encouraging the building of communities and social capital, whether children are developing the habit and disposition of learning, and whether children are able to utilise skills learned in one context in other contexts.

Recognising that education is a part of life, not just a preparation for life, and that moreover it begins in the most formative years, the culture of a school or other educational establishment, and whether it is conducive to the personal, moral and social wellbeing of the child or young person while they are being educated, should also be evaluated.

The current system is too narrowly focused and is too high risk, for children, teachers and schools.

## **9. How to evaluate**

There should be a mix of types and methods of evaluation.

The progress of the individual children in the knowledge, skills and dispositions referred to previously needs to be evaluated. Literacy and numeracy are obviously essential – but so are oral communication skills.

Some progress in learning is social, so at the level of the classroom community, evaluation should properly focus on group and community achievement and pro-social behaviour.

Self-evaluation should be encouraged, and will involve helping children to think about the meaning of evaluative terms. For example, judging how well we listen might provide a useful opportunity to reflect on the meaning of listening – how it is distinguished from hearing, how it is active and creative and in what specific ways it is valuable. Evaluation should not be something added to education; it is an integral and vital part of all learning. Teachers and schools as well as children should be encouraged to engage in self-evaluation.

We offer, with some diffidence, our school award scheme as an example of a different kind of evaluation. It sets out the kinds of knowledge, skills, and dispositions that we expect from (a) children (b) teachers (c) schools (Appendix 1). The scheme moves from initial engagement through to expertise. It can be satisfied in many different ways, giving autonomy to the schools, teachers and children as to how they satisfy the criteria. Whether or not the award is applied for and obtained, moving through the levels of skills, knowledge and dispositions will benefit the schools, teachers and children. Similar schemes, directed towards the knowledge, skills and dispositions required at each level of education, could be developed.

## **10. Recommendations**

We recommend that:

- i. teacher education incorporates training in the pedagogic principles and practices of dialogic teaching and philosophical reflection.
- ii. curriculum priorities are rebalanced to reflect the purposes set out in section 4 above
- iii. examination and monitoring systems are developed to evaluate and support those purposes; these should include evaluation of schools and teachers as well as evaluation of the progress of children.

## **11. Evidence on the efficacy of SAPERE P4C interventions in schools**

The educational approach described in this submission is well supported by research showing that it both raises attainment and develops “character” or non-cognitive skills and wellbeing. It has a particular effect on narrowing the gap, by increasing the attainment and skills of the less advantaged.

## **Cognitive Ability and Attainment**

### **EEF Research**

In 2015 a year-long randomised controlled trial funded by the Education Endowment Foundation (EEF)<sup>7</sup> and carried out by Professor Steven Gorard at Durham University found that:

- Children doing P4C gained an additional 2 months in English and Maths in KS2 SATS;
- The effect was greatest for children on free school meals, who gained an additional 4 months in reading, 3 months in maths and 2 months in writing;

### **Clackmannanshire Trial**

A controlled trial conducted in Scotland in 2001 by Professor Keith Topping from the University of Dundee found that children who had participated in P4C sessions over an 18 month period gained on average 6 points in CAT tests (measuring IQ). The effect was greatest in children in the second and third quartiles by ability, and significant also in the lowest quartile by ability.<sup>8</sup>

### **International studies**

In 2014 preliminary results in a longitudinal study of P4C carried out in Spain over a ten-year period found an average gain of 7 points in measuring IQ;<sup>9</sup>

Preliminary results in a study carried out in Texas found similar gains<sup>10</sup>;

## **Non-cognitive Skills and Character**

Other recent studies have also demonstrated increases in social and communication skills, in self-esteem and self-regulation.

### **EEF Research**

The EEF research found that teachers and children also reported that P4C had a positive effect on self-esteem, confidence and listening skills.

### **Liverpool Healthy Schools/Wiser Wales**

Studies carried out for Schools Improvement Liverpool (2013) and the Wiser Wales project (2012) have found increases in empathy, self-confidence, social, interpersonal and communication skills<sup>11</sup>;

### **Resilience to Extremism**

A government commissioned study published in 2011 examined teaching approaches that helped to build resilience to extremism and found that regular P4C sessions assisted children

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<sup>7</sup> The EEF's report: <https://educationendowmentfoundation.org.uk/projects/philosophy-for-children/>

<sup>8</sup> A copy of the full report can be supplied on request.

<sup>9</sup> The Long-term Impact of Philosophy for Children: A Longitudinal Study (Preliminary Results), ANALYTIC TEACHING AND PHILOSOPHICAL PRAXIS VOLUME 35,ISSUE 1 (2014).  
<http://journal.viterbo.edu/index.php/atpp/article/view/950>

<sup>10</sup> A copy can be supplied on request.

<sup>11</sup> Copies can be supplied on request.

in dealing with conflict through dialogue, and helped them become critical thinkers without aggression.<sup>12</sup>

## **12. Where to go next?**

For further information please contact:

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SAPERE's website is [www.sapere.org.uk](http://www.sapere.org.uk).

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<sup>12</sup> Teaching approaches that help to build resilience to extremism among young people, OPM and National Foundation for Educational Research. (May 2011)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182675/DFE-RR119.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182675/DFE-RR119.pdf)

### 13. APPENDIX 1:

### SAPERE's PHILOSOPHY FOR CHILDREN (P4C) SCHOOL AWARD SCHEME | FOR PRIMARY

Criteria for measuring pupil, teacher and school outcomes

	Emerging practice	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>PUPILS – How well are they doing P4C?</b>				
Building a Community of Philosophical Enquiry	Principles of P4C and/or ground rules have been discussed Children have experienced some elements of the model of enquiry Children have experienced some pre-philosophical enquiry activities	Children apply simple class ground rules Children are familiar with the 10 step philosophical enquiry model Children demonstrate emerging philosophical language, eg. I agree/disagree... I think because...	Children work using the 4C model, contributing to and reviewing class ground rules regularly Children understand the philosophical enquiry process and take part in activities to develop P4C skills Children increasingly recognise and use the language of enquiry, and caring, collaborative behaviour	Children can set and revise their own ground rules Children can identify behaviour, skills and attitudes related to the 4Cs Children use the language of reason and reflection within and beyond P4C sessions Children recognise the distinction between a quarrel and an argument
Questioning	Children can frame open-style questions Children can make appropriate statements which, with help, can lead to open questions	Children can ask open questions, moving towards philosophical questions	Children are increasingly confident in identifying and asking open philosophical questions	Most children ask their own conceptually rich philosophical questions (contestable, central, common and connecting)



Development of Philosophical Thinking	Children can recognise that reasons are important Children can recognise a simple connection Children have been introduced to big ideas/concepts	Children are able to give reasons, make simple connections, give an example or use evidence Children are beginning to collaborate to help make sense of ideas from other people Children can recognise, and have started to talk about, big ideas/concepts in their discussions	Children are able to give reasons to support a view Children are able to use an example or evidence to support or challenge a view Children are beginning to connect ideas and use reasoning across the curriculum Children are able to identify big ideas/concepts in their questions	Children can use strong reasons in relevant and meaningful ways, identify assumptions and challenge the reasoning of others Children are able to bring together reasons and evidence to form a new understanding or make a judgment Children are able to develop their understanding of concepts in the Community of Enquiry Children's reasoning and meaning-making are visible in curriculum learning
Review and Evaluation	Children have been introduced to the idea of self or class evaluation	Children review the class enquiry and their own participation against simple educational and behavioural criteria	Children can evaluate progress of the community and themselves as individuals against the 4Cs	Children evaluate individual and whole group progress in terms of their philosophical thinking and construction of meaning-making Children are able to reflect on their thinking and the process of enquiry

	Emerging practitioner	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
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**TEACHERS – How well are they developing their P4C skills?**

*Notes*

\*P4C leader- the teacher who leads/ coordinates P4C within the school.

A P4C practitioner – has completed SAPERE's Level 1 P4C Foundation course and a minimum of 6 P4C sessions

A P4C facilitator – has also completed SAPERE's Level 2A Advanced course and associated coursework

A P4C lead facilitator – has also completed SAPERE's Level 2B Advanced course and coursework report

\*\*TFTT – the one-day 'Tools for Thinking Together' course

<p>Classroom practice</p>	<p>A minimum of one teacher has tried out some philosophical enquiry activities or started an enquiry</p>	<p>A minimum of 4 class teachers have facilitated a minimum of 6 enquiries, over an academic year Classroom displays show evidence of P4C</p>	<p>Regular P4C sessions are planned into the timetable across a key stage or curriculum area The P4C approach is evident in teaching and learning across other areas of the curriculum</p>	<p>Most teachers show sustained and embedded P4C practice through regular planning of P4C sessions The P4C approach is explicitly used in teaching and learning in other areas of the curriculum</p>
<p>Facilitation skills</p>	<p>A minimum of one teacher has started to adopt a facilitative style through philosophical enquiry activities Children are introduced to open questioning</p>	<p>Teachers and the P4C leader (min team of 4) have confidence to facilitate their own enquiries Teachers ask open procedural (Socratic) questions P4C practitioners show awareness of their role in developing caring and collaborative thinking within the Community of Enquiry P4C practitioners identify connections and distinctions, reasons and examples, for children in P4C sessions, and support children to recognise them</p>	<p>Most teachers are facilitating their own enquiries and can vary the standard model of enquiry P4C practitioners and facilitators elicit connections, distinctions, reasons and examples from children in P4C sessions P4C practitioners support and encourage children in challenging each other's opinions using reasons P4C facilitators ask open substantive questions to push for depth P4C facilitators help children identify the 4Cs within a P4C enquiry</p>	<p>Most teachers' facilitation encourages children to follow their own line of enquiry and their chosen conceptual questions Most teachers use questioning and other strategies to challenge children's thinking, explore philosophical concepts and deepen thinking skills Most teachers use a range of strategies to develop children's understanding of the 4Cs P4C facilitators and lead facilitator(s) consistently support children to challenge opinions and assumptions, and request reasons, evidence or examples from each other P4C lead facilitators are able to explore questions concerning fairness, equality, social justice and democracy with their classes appropriate to the children's ages</p>

Planning	Some planning of P4C activities or sessions is evident	Teachers (min team of 4) record evidence of using a range of starting points for enquiry within simple P4C session planning, following the 10 step model, or as appropriate to the age range	Teachers plan and review a series or cycle of P4C enquiry and exercise sessions which includes an evaluation	Teachers plan P4C cycles regularly either within curriculum subjects or as P4C lessons P4C is identified in medium term planning, within relevant subject areas P4C lead facilitators plan for a broad range of philosophical enquiries, exercises and reviews
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	Emerging practice	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>TEACHERS – How well are they developing their P4C skills? (continued)</b>				
P4C Leadership role	A P4C leader* has been identified	One teacher is appointed role of P4C leader and starts to plan for whole school implementation The P4C leader regularly leads P4C sessions in his/her own classroom	The P4C leader has completed the Level 2A & 2B including appropriate course work and the report P4C leader monitors and reviews P4C across the school P4C leader models or supports philosophical enquiry sessions with other teachers P4C leader leads twilight sessions to maintain the profile of P4C and share good practice P4C leader has medium term planning in place for varied P4C enquiries, exercise and review sessions	The P4C leader has completed the Level 2A & 2B including appropriate course work and the report P4C leader and P4C facilitators support colleagues in developing their philosophical facilitation skills P4C leader monitors and reviews the peer observation process and feeds back to HT/SLT P4C is identified in the Performance Management of the P4C leader

Review and Evaluation	A minimum of one teacher is considering how to progress with P4C in their class or as a whole school approach	Teachers (min team of 4) review and reflect upon their P4C sessions in order to inform planning of future sessions	Teachers review, analyse and reflect upon their own P4C practice and plan the focus for subsequent sessions Teachers, facilitators and lead facilitators* encourage children to review and evaluate P4C together Facilitators and lead facilitators show evidence of reflection on their practice Teachers share good practice through peer observation and feedback	Teachers develop their own understanding of philosophical concepts Facilitators* show an understanding of P4C pedagogy and make connections between P4C principles and general teaching Facilitators and lead facilitators are able to accurately analyse some children's dialogue using the 4Cs as criteria Teachers and children review P4C together Peer observation is planned for, and informs, future planning for staff progression
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	Emerging practice	BRONZE LEVEL	SILVER LEVEL	GOLD LEVEL
<b>SCHOOL – How well is P4C supported across the school?</b>				

Headteacher & SLT commitment	The Head understands the commitment required to implement sustainable P4C	HT and SLT show commitment to the SAPERE training pathway	Evidence that P4C is identified as part of the strategic vision and development plan for the school P4C is sponsored by a senior member of staff who has done at least Level 1 P4C training HT & SLT ensure at least 50% of teachers within a curriculum area or key stage are trained to Level 1, complete 6 enquiries, and apply for Level 1 certification	P4C is part of the long term strategy and vision for the school
Level of whole school training	One or two teachers have trained to Level 1	Team of teaching professionals (min of 4) have trained to Level 1	The school has had whole school Level 1 training across the relevant key stages or curriculum areas A minimum of two teachers have completed Level 2A The P4C leader has completed Level 2B including transcript analysis	The school has had whole school TFFT** training, across the relevant key stages or curriculum areas Four teachers trained at Level 2A and two at Level 2B including the P4C leader On-going plan for Level 1 training in place for new teachers Programme in place for whole staff continuous professional development in P4C
Involving the whole school	P4C has been raised as a topic at a staff meeting	P4C team share their P4C practice with other colleagues P4C leader attends network group (if available) P4C governor is identified	P4C sessions are observed by teachers from other schools Parents are introduced to P4C Governors are introduced to P4C Some subject leaders identify P4C opportunities within their curriculum subjects	P4C practice is communicated to parents and/or the wider community Whole school policy and vision for P4C in place and supported by governors School advocates P4C to other schools and offers opportunities to observe P4C practice in the classroom Subject leaders are regularly reviewing and updating P4C within their curriculum areas School shows high profile of P4C through various media

Review and Evaluation	The Head and SLT have considered how P4C might fit within the school strategy, and understand the need for evaluation	P4C leader reviews termly progress of P4C with the HT and SLT, and identifies next steps <a href="#">Process in place to monitor impact of P4C on learning</a>	HT or SLT monitors and reviews progress in P4C with the P4C leader against the identified data Process in place to monitor impact of P4C on learning and teaching	Process in place to monitor impact of P4C learning, teaching and whole school culture/ethos. School agrees to share evaluation data with SAPERE on request
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#### 14. APPENDIX 2: SAPERE's Award Schools

[Admiral Lord Nelson School](#), Portsmouth

[John Hampden School Wendover](#),  
Buckinghamshire

[Alban Wood Primary School](#), Watford

[King's Hedges Educational Federation](#),  
Cambridge

[Alverstoke Junior School](#), Hampshire

[Kingsford Community School](#), Beckton,  
London

[Armthwaite Community School](#), Carlisle

[Lee-on-the-Solent Junior School](#), Hampshire

[Andreas School](#), Ramsey, Isle of Man

[Manorfield Primary School](#), Tower Hamlets,  
London

[Aston Clinton School](#), Buckinghamshire

[Moreland Primary School](#), Islington, London

[Barlows Primary School](#), Liverpool

[Moulsecoomb Primary School](#), Brighton

[Bow School](#), Tower Hamlets, London

[New City School](#), Plaistow, London

[Broadwater School](#), Godalming, Surrey

[New Pasture Lane Primary School](#), Bridlington

[Burry Port Community Primary School](#),  
Carmarthenshire

[Newton Farm Nursery, Infant & Primary  
School](#), Harrow, London

[Calverton Primary School](#), Newham, London

[North Beckton Primary School](#), Newham,  
London

[Churchfields Infant School](#), South Woodford,  
London

[North Lakes School](#), Penrith, Cumbria

[Coleridge Primary School](#), Rotherham

[Ormiston Bolingbroke](#), Runcorn

[Cubbitt Town Junior School](#), Tower Hamlets,  
London

[Pearson Primary School](#), Hull

[Culloden Primary School](#), Poplar, London

[Petersgate Infant School](#), Waterlooville,  
Hampshire

[Deri View Primary School](#), Abergavenny

[Rice Lane Junior School](#), Liverpool

[Dursley CE Primary Academy](#),  
Gloucestershire

[Rokeby School](#), Canning Town, London

[Fazakerley Primary School](#), Liverpool

[Fordingbridge Junior School](#), Hampshire

[Foredyke Primary School](#), Kingston upon Hull

[Gallions Primary School](#), Beckton, London

[George Heriot's School](#), Edinburgh

[Gospel Oak Primary School](#), London

[Greenwich Free School](#), London

[Hammond Academy](#), Hemel Hempstead

[Handsworth Primary School](#), Waltham Forest, London

[Harefield Infant School & Children's Centre](#), Hillingdon, London

[Harrison Primary School](#), Fareham, Hampshire

[Haslemere Primary School](#), Mitcham, Surrey

[Highters Heath Community School](#), Birmingham

[Hinde House 3-16 School Primary Phase](#), Sheffield

[Rookwood School](#), Andover, Hampshire

[Snowsfields Primary School](#), Southwark, London

[St John the Baptist](#), Findon, West Sussex

[St Leonard's CE Primary School](#), Bridgnorth, Shropshire

[St Luke's C of E Primary School](#), Islington, London

[St Mary Magdalene C of E Primary School](#), Peckham, London

[St Matthew's CE Primary School](#), Westminster, London

[St Matthews Catholic Primary School](#), Liverpool

[St Nicholas' Primary School](#), Oxford

[St Robert's RC Primary School](#), Bridgend

[Tattenhall Park Primary School](#), Chester

[Temple Primary School](#), Manchester

[Wildern School](#), Southampton

[Jerudong International School](#), Brunei