

The Piggott School



Our Vision:

To be a world class learning community

Our Values:

Respect

Equality

Honesty

Dedication

Courage

Love

Our Aims:

To provide a caring environment based on Christian values

To develop enquiring minds capable of independent thought

To promote the value of lifelong learning

To be open to new ideas

To encourage respect and tolerance

Our Mission:

To be a school which inspires and encourages the highest achievement

Charvil Piggott Primary School

The Piggott School is a Church of England Academy.

We have strong links with both the Diocese and partner schools within Wokingham. We are dedicated to high standards of achievement and our staff are committed to the welfare and progress of every young person. The present number on roll is 1490, of whom 314 are in the sixth form and 172 are at Charvil Piggott Primary School.

Dear Parents and Guardians

It gives me enormous pleasure to welcome you to Charvil Piggott Primary School on behalf of all the staff, students and governors. It is a great honour to be the Headteacher and I am humbled and privileged to lead such a wonderful school.

I believe that our school provides the correct balance and blend of academic challenge, enrichment and personal care that allows for the holistic development of each and every child. My aim as Headteacher is to broaden horizons and liberate potential. The quality of teaching and learning at our school enables us to achieve our aim of helping every child to develop into the very best they can be.

The care and guidance provided by the staff of our school creates a culture and ethos, based on Christian values, which helps every child to develop fully and be prepared for the next steps in their life.

My staff passionately advocate the importance of recognising each and every child as an individual, with their own gifts and talents, their own needs and aspirations. Our mission is to inspire and encourage the highest achievement for all and this is reflected in our core Christian values of Respect, Equality, Honesty, Dedication, Courage and Love.

Choosing your child's school is an extremely important decision and I would encourage you to ask any questions during our Prospective Parents' Evening and visit us in action on one of our Parent Tours.

Mr D J Gray
Headteacher

Our Golden Rules

I will always try my hardest

I will always respect people and property

I will listen when others are talking

I will move around the school safely and sensibly

I will always try to make good choices

The Piggott School Governors

Mr Derren Gray	Headteacher Admissions, Facilities, Finance, Leadership & Management
Mr Richard Thiele	Chair of Governors Leadership & Management, Pay Co-opted SALT (Standards, Achievement, Learning and Teaching)
Mr Gary Hughes	Vice Chair Primary Foundation Lead Governor for Careers, Pay, SALT
Dr Alison Silby	Vice Chair Secondary Co-opted Admissions, SALT
Revd. John Cook	Foundation SMSC (Social, Moral, Spiritual and Cultural)
Mr Mark Cowieson	Foundation Facilities, Pay
Mrs Joanne Cowley	Foundation Admissions, Safeguarding
Mrs Helen Craig	Foundation SMSC
Mrs Jackie Gray	Foundation SMSC, Admissions
Mr Andrew Shapland	Foundation Finance
Mrs Lucy Walton	Foundation SEN (Special Educational Needs)
Mr Michael Simpson	Foundation SMSC, Finance
Mr Ian Pogue	Parent Lead Governor for GDPR, Finance, Pay ,
Mrs Marianne Newman	Parent Lead Governor for More and Most Able, Gifted and Talented, Disadvantaged Pupils and Looked After Children, SALT
Mr Adam Lawson	Staff/Teacher Admissions
Mr Jack Andrews	Staff/Teacher Facilities
Ms Joanne Humphrey	Staff/Teacher Community Outreach
Mrs Rebecca Marr	Clerk to Governors

School Senior Leadership Team

Mr Gray, MA, NPQH	Headteacher
Mr Griffith, BEd	Deputy Headteacher, Curriculum
Mrs Alexander, BA	Deputy Headteacher, Pastoral
Ms May, BA	Deputy Headteacher, Primary
Mr Hillerton, BSC	Deputy Headteacher, Primary
Mrs Hunt, BA, NPQH	Assistant Headteacher
Mrs Thornton, BA	Assistant Headteacher
Mrs Bird, LLB	Assistant Headteacher
Mr Thatcher, BA	Assistant Headteacher
Mr MacLeod, BA	Assistant Headteacher

A full list of all our staff with contact details is available on our website.

The Piggott School - Charvil Primary

Term Dates 2019-2020

Autumn Term 2019

INSET Monday 2nd September 2019

Tuesday 3rd September - Friday 20th December 2019

INSET Thursday 24th October 2019

Half Term: Friday 25th October – Friday 1st November 2019

INSET Friday 22nd November 2019

Spring Term 2020

Monday 6th January – Friday 3rd April 2020

Half Term: Monday 17th – Friday 21st February 2020

Summer Term 2020

Monday 20th April – Friday 17th July 2020

Half Term: Monday 25th – Friday 29th May 2020

Bank Holiday Monday 4th May 2020

Twilight INSET Monday 20th and Tuesday 21st July 2020

On INSET days, school will be closed to pupils

Open Days and Visiting the School

Choosing a school is extremely important and I hope that this prospectus gives you an opportunity to find out more about the vision, ethos and culture of our learning community.

No prospectus can fully describe the atmosphere and ethos of a community such as the **Charvil Piggott Primary School**. In order to help parents find out as much information as possible we invite all prospective applicants to book a place on one of our Parent Tours in the Autumn Term. Dates, times and availability can be found on the admissions page of our school website, www.piggottschool.org

Please telephone the school office on 0118 932 0033 to book a place on any of the dates.

Safeguarding Procedures

The school will take any reasonable action to ensure the safety of students. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other form of abuse, staff are required to follow the Local Authority's Child Protection Procedures and inform Children's Services of their concern.

For more information, please speak to Ms May or Mr Hillerton, Deputy Headteachers (Primary) in the first instance or Mrs Alexander, Deputy Headteacher and Designated Safeguarding Lead Officer.

Special Educational Needs and More Able Children

At Charvil Piggott Primary School we believe that all children should be taught according to their individual needs. We follow the National Curriculum and ensure that the most able children are given the stretch and challenge they need. Some children, however, may need additional support due to Special Educational Needs. If a child is identified as having difficulties, we will liaise with parents and will follow the procedures set out in our Special Educational Needs policy.

We have a designated Special Needs Co-coordinator (SENCo), Ms May, and a governor, Mrs Lucy Walton, who has responsibility for monitoring SEN provision within the school. Teachers and the co-ordinator work together to provide relevant individual education plans for each child. We encourage parents to speak to the class teacher or SENCO if they have concerns, and our SENCo is always available at parent consultation meetings. External support (Educational Psychologists, Occupational Therapists, Behaviour Support) is sought as needed.

Our team of Teaching Assistants work regularly with children in the classroom and are able to give additional support where appropriate.

Communication

Our fortnightly newsletter, 'Charvil Chatterings', keeps parents up to date with events in school and our website is regularly updated. We use emails and texts through SchoolComms to send messages and information to parents. All children are given a home school communication book for messages to and from the teacher.

Parents are encouraged to contact the school if there are any concerns either by phone: 0118 932 0033 or email: charvil@piggottschool.org

We hold a meeting at the start of each year for parents to meet the new class teacher and find out how they can support their child in that year group.

We have two Parents' Evenings a year, when we invite parents in to look at their child's work and discuss their progress with the teacher. All children receive an annual written report and parents can arrange a meeting with the teacher to discuss it.

We are also happy to meet to discuss your child's well-being and progress throughout the year as needed.

Homework

All children in foundation stage and KS1 are expected to read for 10-15 minutes per day at home, to an adult or to themselves as appropriate. In Years 3 and 4, children should read for 15 minutes per day and in Years 5 and 6 for 20. Pupils in Year 2 upwards are also expected to practise their multiplication tables daily. Spellings are sent out each week and should be practised daily.

In addition, each teacher sends home information each week about what the children have been learning with some suggestions for homework activities. In KS2, more formal homework will be set regularly.

Online learning tools such as Mathletics, Espresso and Bug Club can be used to support home learning. Login details will be supplied at the appropriate time.

School Meals and Snacks

Meals are cooked on site by Aspens. Children choose if they would like a school lunch or a packed lunch from home. All ordering is online and menus can be viewed on Aspens website.

Free School Meals

Since September 2014, every child in Reception, Year 1 and Year 2 is entitled to receive a free school meal. You no longer need to apply for this. However, the school receives additional funding for children who would have been eligible for a free meal under the previous system, (families in receipt of benefits) so we still encourage everyone to complete a School Lunch Registration Form. This will

allow the school to receive a grant of £1,320 per eligible child to support learning. These forms are available from the office.

Free Fruit or Veg Snack

Children in Foundation, Year 1 and Year 2 receive a free fruit or veg snack at break time. Children in these year groups and the rest of the school may bring in their own snack, but it must be fruit or vegetables.

Clubs and extra-curricular activities

We offer a range of before and after school clubs and activities. These change regularly but last year included:

- EnergyKidz - Breakfast Club and After School Club - Available Monday-Friday
- Berkshire Maestros music lessons - Cello, Violin, Guitar and Brass
- Yoga / Cricket / Tag Rugby / Multi Skills / Gym—run by Teaching Staff
- Sewing Club with Dhaaga Creative Sewing
- Football / Futsal with First Soccer
- Art Club with The Children's Art Studio
- Judo School with Olly Fricker
- Choir
- Spanish Club

Uniform List

Available from Stevensons

Winter:

Grey pleated skirt, grey drop waist pinafore, grey shorts or grey trousers

Sunflower polo shirt with embroidered school logo

Royal blue 'V' neck cardigan or sweatshirt with embroidered school logo

White, grey or black socks or grey tights

Black shoes

Summer:

(optional)

Yellow small checked dress

White or black closed toe sandals (with socks)

PE Uniform

Sunflower round neck tee shirt with embroidered logo

Black shorts

Trainers (for outdoor use)

Other items available from Stevensons:

Royal blue book bag with school logo

Royal blue PE bag with school logo (optional)

Long hair should be tied back at all times

Hair bands should be discreet and either school colours or black

Please note that makeup, temporary tattoos, and nail varnish are not suitable for school.

Stevensons Uniform Shop:

In Store: 11-12 Market Place, Reading, Berks RG1 2EG Monday –Saturday 9am – 5.30pm

Via Hotline: 0118 959 6462 Monday –Saturday 9am – 5.30pm

Online: www.stevensons.co.uk (register to view prices and buy uniform)

Applying for a place at The Piggott School (Charvil Piggott Primary School)

Children are normally admitted to school in the Early Years Foundation Stage 2 (30 places). They will usually only be admitted to the year group normal for their age: i.e. to EYFS2 if they have had their fourth birthday in the previous academic year.

Admission forms and guides are available for Pre-school / Foundation and Primary School pupils in the six unitary authorities that make up the geographical county of Berkshire during September. All applications for The Piggott School should be sent in the first instance to the Local Authority. All applications will be forwarded to The Piggott School for processing.

Parents of pupils in schools which are out of county or independent schools should contact:

School Admissions Team	Email: schooladmissions@wokingham.gov.uk
Pupils' Services	Telephone: 0118 974 6143
Wokingham Borough Council	Fax: 0118 974 6135
PO Box 156 Shute	
End	
Wokingham	
Berkshire RG40 1WN	

The Governors are required to admit all pupils with statements of special educational needs that name The Piggott School in their statement. To the extent that the governors are aware of any such pupils to be admitted in 2019/20 at the time of allocating places to other applicants, the number of places allocated to others will be reduced so that the total number of admissions will not exceed the determined admission number.

In the event of there being a greater demand for admission than there are places available, **a child with a statement of special educational need (or Educational Health Care Plan – EHC), which names The Charvil Piggott Primary School will always be admitted.** Once places have been offered to these children, the following criteria will be applied in the order set out below:

- A. All looked after children or children who were previously looked after: By a “looked after child” we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. An adoption order is one made under the Adoption Act 1976 (Section 12) or the Adoption and Children Act 2002 (Section 46). A ‘child arrangements order is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, Section 14). A ‘special guardianship order’ is one appointing one or more individuals to be a child’s special guardian/s (Children Act 1989, Section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order).
- B. Pupils whose permanent home address is in the school’s designated area and who have a sibling living at the same address who already attends the school (in any Key Stage, i.e. EYFS2 (Reception year) – KS5) by the deadline for applications. (see full policy on our website);
- C. The children of staff at The Piggott School where that member of staff is the legal parent and guardian of that child, has a permanent contract to work at the school and where that member of staff has been employed at the school for 2 or more years at the time of

application for the place or the member of staff is recruited to fill a vacant post within a demonstrable skill shortage.

- D. Pupils whose permanent home address is in the school's designated area but who do not fall into criterion B;
- E. Pupils whose permanent home address is not in the school's designated area but who would otherwise fall into criterion B;
- F. (Secondary admissions only) Pupils who attend one of the linked primary schools, who have not been admitted in an earlier criteria namely The Colleton, Crazies Hill CE, Knowl Hill CE, St Nicholas CE and Sonning CE (Aided) primary schools and Polehampton CE and Robert Piggott CE junior schools;
- G. Pupils whose parents have chosen the school on denominational grounds; an application will only be considered under this criterion if it is accompanied by a fully completed copy of the school's denominational certificate; for a pupil to meet this criterion a parent must have frequently attended for worship at a church within the Christian faith that is a member of the Churches Together in Britain and Ireland or The Evangelical Alliance over the year immediately preceding the date of application (frequent in this context means at least twice a month for at least eight months a year); and H. All other pupils.

Children of multiple births are a permitted exception to the Infant Class Size rules and all siblings of multiple births (in all year groups) will be admitted even if this might result in the admission number being exceeded. This exception does not extend to children born in the same school year but who are not from a multiple birth. In this instance, the place will be allocated by the drawing of lots carried out by Wokingham Borough Council. In such instances, parents will be offered the place and will need to decide whether they wish their children to be split or consider placement together at an alternative school after allocation.

The designated area referred to above is that defined by the school and held electronically by WBC. It may be viewed on its website.

If the distances between the home address and School, as defined above, of two or more unconnected applications which fall in the same criterion are identical, then they will be placed in order by the drawing of lots.

Applications are processed on the basis of the pupil's single permanent home address as defined and determined by the LA. Evidence to support the validity of the claimed home address will be required by the LA (refer to the LA's published guide).

Please see the school's website for full admissions details.

Curriculum Statement

The Primary Curriculum

At the Charvil Piggott Primary School we follow the National Curriculum and the EYFS (Early Years Foundation Stage) Curriculum (Foundation).

Early Years Provision

Our Early Years provision follows four guiding principles:

- every child is **unique**, constantly learning and capable of being confident and self-assured
- children learn through **positive relationships**
- children learn and develop well in **enabling environments**, which are responsive to their needs and where there is a strong partnership between school and parents / carers
- children develop and learn **in different ways** and at **different rates**.

The seven areas of learning and development identified by the Government shape all our Early Years programmes. These areas are inter-connected and crucial for igniting curiosity and enthusiasm for learning, as well as for building the capacity to learn, form relationships and thrive. The areas are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design.

Each area of learning and development is implemented through:

- playing and exploring
- active learning
- creating and thinking critically.

There is planned, purposeful play and a mix of adult-led and child-initiated activity. Play is essential for children's development; building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. In Foundation we operate a free-flow environment where the children learn through play and our teaching sessions are more flexible. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As they grow older, and as their development allows, the balance gradually shifts towards more activities led by adults with more formal teaching introduced in preparation for Key Stage 1.

With our clear policies and procedures, we ensure that there is continuity and progression from Foundation to Reception and on into Key Stage 1 and beyond.

The Foundation Stage

The Foundation Stage curriculum follows the Early Years Foundation Stage Framework, which consists of three prime areas and four specific areas. Prime Areas: Personal, Social and Emotional Development, Communication and Language and Physical Development.

In **Personal, Social and Emotional Development** our pupils learn to become self-confident and independent and to have an awareness of their own feelings and feelings of others. In **Communication and Language** our pupils learn to talk confidently and clearly, to show awareness of the listener, to enjoy listening to stories, songs and poems, to have good attention and to follow instructions. In **Physical Development** our pupils learn to move confidently and with control, to handle equipment, to manage their own basic hygiene and personal needs and to learn to use a pencil effectively.

Specific Areas: Literacy, Mathematics, Understanding of the World and Expressive Art and Design.

In **Literacy** our pupils learn and use **phonic** knowledge to decode words, they read and understand simple sentences, they talk with others about what they have read and they use their **phonic** knowledge to spell words and write simple sentences. In **Mathematics** our pupils work with numbers up to 20, and then beyond this. Pupils compare numbers, they add and subtract single-digit numbers and they solve problems. In **Understanding of the World** our pupils talk about events in their own lives, they learn about similarities and differences between themselves and others. They make observations of animals and plants and they use a range of technology. In **Expressive Art and Design** our pupils make things using colour, design, texture and form. They express themselves through role play and they make and listen to music, sing songs and dance.

Key Stage 1

In **English** our pupils work in four areas: spoken language, reading, writing and spelling, punctuation and grammar. They learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. In **Mathematics** our pupils develop their knowledge and understanding through practical activities, exploration and discussion. They learn to count, read, write and order numbers to 100. They learn a range of mental calculation skills and how to use these confidently. They learn about shape and space through practical activities and they develop their understanding of mathematical language. In **Science** our pupils learn about plants, animals and themselves; they learn about materials their properties and how to classify them; they learn about seasonal changes and they also learn how to work scientifically. In **History** our pupils learn about historical changes that have happened in living memory, about the lives of significant historical figures and about key events of local importance. In **PE** our pupils are taught the knowledge, skills and understanding needed to develop dance, games and gymnastic skills. Swimming is taught in KS2. In **Music** our pupils learn to listen carefully and respond to live and recorded music. They

learn to play percussion instruments, to sing a variety of songs from memory and to create short compositions.

In **Geography** our pupils learn to name and locate the four countries and capital cities of the United Kingdom using atlases and globes. They study the seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. In **Design and Technology** our pupils learn to design purposeful, functional and appealing products using a range of tools & materials. They evaluate existing products as well as their own. In **Art and Design** our pupils learn to use a range of materials, to develop drawing, painting and sculpture skills. They also learn about a range of artists, craftsmen and designers. In **RE** our pupils learn about Christianity and other world religions, considering the role faith plays in the lives of individuals and communities, as well learning about important religious stories and festivals.

In **Computing** our pupils learn what algorithms are and how they are implemented. They learn to create and debug simple programs and to use technology safely and respectfully, keeping personal information private; to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. We have a robust set of policies and practices to ensure that our pupils are safe. Our pupils are taught about online safety in a child-friendly engaging manner.

In **Personal, Social and Health Education** our pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. Opportunities for sex education often arise incidentally. Both information and answers will be simple, using age appropriate language and given in a factual manner. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school, except for those parts included in the statutory science curriculum.

Key Stage 2

Throughout Key Stage 2 pupils will learn about different mindsets and how the brain works. They will be encouraged to work independently and to persevere even if they find the learning challenging.

In **English** our pupils work in four areas: spoken language, reading, writing and spelling, punctuation and grammar. They learn to read and write independently, building on the skills taught in Key Stage 1 by developing the range of punctuation used and the variety of books given. In **Mathematics** our pupils develop efficient written methods to solve calculations. They learn to solve real life problems and to apply this learning to everyday life. Pupils learn mental arithmetic skills and how to use these confidently. They learn about shape and space and apply this in practical activities. Mathematical language is developed throughout the curriculum and children are encouraged to use the correct mathematical vocabulary throughout. In **Science** our children learn about rocks and soils and solids liquids and gases (Chemistry). They learn about how we see, living things and healthy eating (Biology). They learn about light sources, forces and magnets and electricity (Physics). They also study famous scientists and why they are famous and a variety of different scientific processes.

In **History** our pupils learn about a range of historic periods and the history of a local town by studying the lives of historical people at the time and how these groups of people have

influenced our lives. In **PE** our pupils are taught the knowledge, skills and understanding needed to develop dance, invasion games, gymnastic skills and outdoor and adventurous activities.

In **Music**, our pupils learn to identify rhythm and pitch; create melodic phrases and create sounds; combining these to create musical textures. They learn to respond to a variety of musical pieces by famous musicians and use their knowledge of percussion to innovate and invent their own musical compositions. In **Geography** our pupils learn a wide range of skills including map reading, using a compass and orienteering. They will study the water cycle; the physical and human features of various countries; extreme environments and farming and Fair Trade.

In **Design and Technology** our pupils learn to design and create purposeful, functional and appealing products such as pop-up mechanisms and shadow puppets. They evaluate their designs and final products as well as comparing these to existing products. In **Art and Design** our pupils learn to use a range of materials to develop drawing, painting and sculpture skills. They also learn about a range of famous artists, craftsmen and designers, using these as inspiration for their work. In **RE** our pupils learn about Christianity, Hinduism, Sikhism, Judaism and Buddhism, considering the role faith plays in the lives of individuals and communities, as well as learning about important religious stories and festivals. In **French** our pupils learn how to speak about a variety of different subjects including counting, greetings, days, months, animals and food. In **Computing** our pupils learn how to use electronic devices safely by keeping personal information private; identifying where to go for help and support and understanding what to do if they are concerned by content or contact they have had on the internet or through other electronic devices. We have a robust set of policies and practice to ensure that our pupils are safe. Our pupils are taught about online safety in a child-friendly, engaging manner. They also learn about algorithms, programming, word processing and presentation skills.

In **Personal, Social and Health Education**, our pupils learn about themselves as individuals and as members of their communities, building on their own experiences. They learn about how to stay healthy and safe and how to build strong relationships with their peers. Opportunities for sex education often arise incidentally. Both information and answers will be simple, using age appropriate language and given in a factual manner. As children progress through the school, discrete sex and relationship education lessons will be offered to the pupils. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school, except those parts that are included in the statutory science curriculum.

Throughout the school our pupils will learn the fundamental **British Values**, including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Our pupils will develop an understanding of themselves and their place and value in British Society, in order to respect themselves and to help them build positive attitudes and relationships with others. We celebrate achievements both in and out of school in assemblies, through certificates and a house point system. Our pupils will develop a strong sense of right and wrong, being able to identify good choices and bad choices within the safe, caring and supportive school environment.

Governors Policy Statements (*extracts*)**Statement of Policy on Charging for School Activities**

The school reserves the right to levy a charge in any circumstances permissible under the Education Reform Act including contributions for any visit or journey organised by the School. The Governors delegate power to the Headteacher to make reasonable decisions in all cases for which charges are made; cases may be referred to the Governors for advice at any time.

Sex and Relationship Education Policy Statement

The programme of sex and relationship education at The Charvil Piggott Primary School seeks to promote those values which are common to all faiths and societies, with a respect for human life and dignity. We endeavour to support each student academically and pastorally at a level appropriate to their needs, enabling them to develop the skills to enable them to take control over their own sexual health and identity whilst becoming responsible and informed citizens. We acknowledge the legal right of any parent wishing to withdraw their child from any/all Sex and Relationship Education which is not part of the National Curriculum (Section 405). We will make available a copy of this statement to parents who request one for inspection.

Statement of Policy on Collective Worship

Collective worship is planned and organised within the broad traditions of the Church of England. Our aims are to help students to reflect upon their own and other people's experiences and to be aware of and think about commitment and belief, including their own. Arrangements for worship are made by the Governing Body whilst day-to-day management of these arrangements is delegated to senior and pastoral leaders of the school. The content and conduct of collective worship are integral to the school's ethos and staff and students share in developing this. By worshipping together Christian values are promoted and the school community is strengthened. Students are expected to participate in acts of collective worship, however there is respect for the religious views of each individual and we acknowledge the legal right of parents wishing to withdraw their child from assemblies.

**Further information is available on the About Us - School Governors page of our website:
www.piggottschool.org**

Charvil Piggott



Primary School
A Church of England Academy

Charvil Piggott Primary School
Park Lane
Charvil
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Berkshire
RG10 9TR



The Piggott School
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