

National Society Statutory Inspection of Anglican and Methodist Schools Report

The Piggott School, including Charvil Piggott CE Primary.

Twyford Road
Wargrave
Reading
RG10 8DS

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: Oxford

Local authority: Wokingham

Date of inspection: 16 March 2016

Date of last inspection: 18 January 2011

School's unique reference number: 136891

Headteacher: Derren Gray

Inspector's name and number: Kathryn Wright 436

School context

The Piggott School is an all through school which includes Charvil Primary (currently with EYFS and KSI) and a Sixth Form. The majority of pupils are white British, and nearly all pupils speak English as a first language. Pupils benefiting from pupil premium is below the national average. The number of pupils with disabilities or special educational needs is above average. The school holds the British Council International School Award.

The distinctiveness and effectiveness of The Piggott School as a Church of England school are outstanding

- The renewed focus on Christian values means that they are understood and championed by the entire school community leading to a shared vision
- The highly effective monitoring and evaluation by the leadership and governors ensures church school issues are at the heart of school improvement
- The high profile and value given to religious education (RE) ensures that it is regarded as a core subject and leads to very good achievement by all pupils
- The importance placed on collective worship ensures that the Christian ethos is well established and impacts on exemplary behaviour and relationships across the whole school

Areas to improve

- To review the RE curriculum and assessment approach, particularly at Key Stage Three, to ensure it is challenging for all pupils so that they gain an in depth and systematic understanding of Christianity and are able to identify their next steps in learning.
- To continue to fully embed the Christian ethos with Key Stage Two as it is introduced on the Charvil site, in order to realise the long term vision of an all through school rooted in Christian love (agape)
- To ensure that all members of the school community have a shared understanding of spirituality which they can articulate with confidence and which impacts on the life of the school

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The Christian values agreed together by all stakeholders through an extensive review and consultation lie at the heart of the school. This review has led to a strong sense of community, co-operation and belonging. One pupil described the values as 'giving the school a path to follow'. Pupils in all phases understand the meaning of the values and the biblical teachings that lie behind them. The belief that every child is unique and valued in the eyes of God impacts on all aspects of school life. The principles of 'Valuing All God's Children' are upheld strongly and relationships between all members of the school community are exceptional. The focus on Christian love (agape) and compassion drive the school's approach in relation to behaviour and attendance strategies, where there is an emphasis on restoration and reconciliation. This is demonstrated through the above average attendance figures, and the flexible curriculum and nurturing offered to the most vulnerable pupils. Achievement is significantly above floor standards (77% 5A*-C including English and Maths) and progress is outstanding. Provision for, and promotion of social, moral and cultural development is excellent. Spiritual development is less well understood by the school community, although the Christian ethos is very well supported through charity events, community work and Forest Schools. Some pupils were able to link spiritual development with aspects of the curriculum and personal development. An active Christian Union and prayer group support pupils in their own faith journeys. Pupils have an excellent understanding of diverse communities, and this is supported well through a range of visitors including an imam and rabbi who spoke to Sixth Form students. Pupils have opportunities to take part in a wide range of international visits, which support their leadership skills and cultural development. In addition, pupils from the secondary site regularly visit the Charvil site to work with younger pupils on projects and to support the Christian ethos. RE is highly valued by pupils across all phases, and it makes a good contribution to the Christian character of the school and to spiritual, moral, social and cultural (SMSC) development.

The impact of collective worship on the school community is outstanding

Collective worship has an integral place in the life of the school, and has been invaluable in establishing the Christian ethos at the Charvil site. Pupils and staff understand its purpose both in providing time and space for them to reflect and also in learning about the Christian faith. Pupils of all faiths and none, speak of the importance of coming together as a community. Collective worship is exceptionally well led and managed. It is thematically planned across both sites focusing on Christian values, biblical teachings and a thought for the week, as well as important aspects of the Church year. Every pupil in the secondary phase has an opportunity to lead worship during the year, and they talk about its impact on their beliefs, behaviour and attitudes. The observed act of worship led by a member of the local clergy was very good. Although traditional and formal in style, it provided an engaging and thought provoking message based on the Palm Sunday accounts. Pupils were asked to reflect on how they might use the power they had, and how Jesus used his power. Frequent opportunities are given for pupils to ponder searching questions. During Lent clergy lead discussion forums at lunchtimes to discuss the Christian message of the day which provide further opportunities for spiritual development. An understanding of Anglican Faith and practice is developed through the use of liturgy, Eucharistic celebrations and links to the Church calendar such as Epiphany. Pupils clearly articulate a good understanding of the doctrine of the Trinity, and can link this to Anglican practice. In the primary phase, pupils have a very good grasp of the meaning of rituals, such as lighting a candle. In addition, the local clergy have been instrumental in supporting the primary phase collective worship as it has begun its journey. Following a comprehensive review of worship in the secondary phase, higher expectations for tutorial worship and reflection times have been established. Pupils and staff value this time to begin the day, and have space for peace and quiet. Prayer has an important place in the school, and regular meetings are held which are open to those of all faiths and none. Pupils speak about being able to pray anywhere and it being accepted by everyone.

The effectiveness of religious education is good

Religious Education (RE) has a high profile within the school and is regarded as a core subject. Achievement and progress are very good. All pupils study a GCSE Full Course in RE, and results are in line with the school average (75% A*-C). There is a small disparity between achievement of boys and girls, but robust monitoring and evaluation ensure that strategies are in place to address this. Pupils value the subject highly saying that it helps them to understand others and to express their own views through debate and discussion. The quality of teaching is at least good. The most effective lessons were well planned to engage young pupils with 'I wonder' questions, and challenged those in Key Stage Four to engage with theological ideas about life after death through effective questioning and interoperation of texts through drama. The curriculum provides sufficient time for students to develop some understanding of Christian belief and practice, as well as other religions and world views preparing them for life in modern Britain. However, the curriculum (particularly at Key Stage Three) needs to allow pupils to gain a deeper and more systematic understanding of Christianity with sufficient time spent engaging with theological concepts through an enquiry led approach. The best practice in Key Stage One used the externally prepared curriculum alongside Godly Play to ensure learning was challenging. Peer and self assessment are a strength of the secondary phase. However, assessment for learning whilst providing feedback and next steps for pupils, does not always focus on RE learning outcomes. The subject leaders are well qualified and benefit from their engagement with the local SACRE and network groups. RE makes an invaluable contribution to SMSC development, providing opportunities for students to engage with members of faith communities and reflect on questions of meaning and purpose. The provision for Sixth Form Core RE is now in place since the last inspection. This provides students with opportunities to debate and discuss ethical and spiritual questions. The re-introduction of an A level Course is under discussion. The school meets the requirements of the National Society Statement of Entitlement for RE.

The effectiveness of the leadership and management of the school as a church school is outstanding

The leadership team and governors consistently and confidently articulate a strong Christian vision for the school which is rooted in biblical values and an inclusive approach. Christian love (agape) is the cornerstone of the school which leads to a meaningful and effective education for all pupils, particularly for those who are vulnerable. The comprehensive review of the Christian values was an uplifting and transformational experience for all stakeholders, particularly for pupils. The values are lived out by all, and the Christian ethos now lies at the heart of strategic planning, particularly in relation to the development of Key Stage Two at the Charvil site. The leadership team ensures the Christian ethos of the school is central to the recruitment and induction of new members of staff. Church school leadership is nurtured and succession planning is in place to ensure the vision is realised across both sites. Regular continuing professional development, relating to church school issues, makes certain that all staff and governors understand the importance of the Christian ethos. Governors provide highly effective, robust and challenging evaluation and hold the school to account in terms of its Christian foundation. The recent establishment of link governors to curriculum areas will further enhance the strategic oversight of the governing body. Monitoring is formalised and undertaken regularly, placing the Christian ethos at the centre of school improvement. The impact of monitoring is evident in positive changes to collective worship provision. The key issue from the last inspection has been met leading to a significant impact on both the spiritual, moral, social and cultural development of the sixth form community, as well as their religious literacy. The school's self evaluation is broadly accurate and areas for development clearly identified. The local church leaders and Diocese provide effective pastoral and practical support. Parents have a good understanding of the Christian foundation of the school and indicate that their children are happy and confident learners. The school has extensive links with the local community, particularly through the local churches and sports provision.