

## The Piggott School – Character Education



### **Our Christian Vision:**

**‘Go and do Likewise’ Luke 10:25-37, The Parable of the Good Samaritan**

We live with love and compassion, seeking help in times of need.

### **Our Values:**

**Respect Equality Honesty Dedication Courage Love**

*Our School Christian Vision and Values embody the Fruits of the Spirit to inspire our students to embrace our learning community and explore education for life in all of its fullness.*

*We are dedicated to enlightening a generation to take these values and ‘Go and do likewise.’*

### **Our Aims:**

To provide a caring environment based on Christian Vision and 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

## The Piggott School Character Education and Cultural Capital

	Current provision:	Next steps:
<p><b>A: What kind of school are we?</b></p> <p>“Clear values, fully embedded and clearly communicated, create a culture in which respectful relationships between students and staff establish high expectations in a supportive environment.”  <b>SSAT Moderator Feedback</b></p> <p>“My children are happy and relaxed.”  <b>Parent</b></p> <p>“You’re all heroes in my eyes and please know you are so, so appreciated.”  <b>Parent</b></p> <p>“The school’s Christian culture and values are fully</p>	<p>At the Piggott School character education is embedded throughout the School. It is our intention to mould well educated and well rounded young adults ready for their next stage of life.</p> <p>Our Christian vision and values underpin everything that we do and all our decisions are made based on these values. At all key stages the decision making is based on what is best for the pupils and for the staff. Leaders have the confidence to determine what is right for their school community and to take a long-term principled approach. Our values provide a foundation for strong academic achievement and prepare young people for the future. The values are: respect, equality, honesty, dedication, courage and love. The vision is the parable of the Good Samaritan of ‘Go and do likewise.’</p> <p>We share the vision and values of the school via assemblies, themes of the week, curriculum time, pastoral programme, displays and use the vision/values as part of our everyday language. Our school actively promotes opportunities for individuals to reflect on their faith. Pupils and staff of all faiths and none are encouraged to engage in opportunities to develop spirituality, allowing them to flourish socially and emotionally. Our purpose built reflection room offers a quiet space to think and reflect and step back from the challenges of the day.</p> <p>The pupils are proud of the school and are proud to be part of our community. You can see this in many ways, such as their commitment towards sporting teams or acting as a guide or speaker at events such as open evenings. Many pupils have volunteered to act as guides or attached to departments or even to give speeches at such events. Pupils need little direction as they speak honestly and passionately about the school. We have received many complimentary comments about our pupils during events such as open evening. For example one parent said the guides were ‘very polite, helpful and informative.....they gave honest and reassuring answers to my daughter’s questions.’</p>	<p>The school will continue to build strong links with the local churches and the wider community to maximise opportunities to collaborate through shared learning experiences</p>

<p>owned, by both staff and by pupils.”</p> <p style="text-align: center;"><b>Ofsted</b></p> <p>“We were allocated two students to show us around and I'd especially like to say a huge thank you to them...They were with us from 5pm until around 7.50pm, they were very polite, helpful, informative and patient....</p> <p>They gave us a very good impression of the school, as did all of the pupils that we met.”</p> <p>Year 6 parent</p>		
<p><b>B: What are our expectations of behaviour towards each other?</b></p> <p>“Pupils treat each other with respect. They value the opinions of others, and listen carefully to one another in lessons.”</p> <p style="text-align: center;"><b>Ofsted</b></p>	<p>Our culture promotes positive behaviour for learning and high expectations for pupils. Pupils demonstrate the ability and skills to work independently and within small groups to address problems and investigate solutions.</p> <p>Relationships between pupils and staff at the school are strong which has created a positive learning environment throughout the school. Pupils are expected to be self-regulating and proactive.</p> <p>There is an extremely strong pastoral system within the school in order to support pupils to be able to achieve this. SLT, key stage leaders, heads of year and assistant heads of year, form tutors and pastoral support workers are attached to each year group to support any pupils that need additional help. As a consequence of this relentless support behaviour around the school is typically superb (Ofsted 2017).</p>	<p>Ensure high standards and expectations are understood by pupils joining the school – Year 7 and Year 12. Summer school and induction helps us to create positive attitudes from the</p>

<p>“Students are clearly proud of their school, its community, and the opportunities it provides.” <b>SSAT Moderator Feedback</b></p> <p>“Pupils display excellent behaviour throughout the school day.” <b>Ofsted</b></p>	<p>The pupils are aware that bullying of any type is not tolerated. On the rare occasion in which a concern is raised we deal with this quickly with our strong pastoral team. We will sanction poor behaviour when appropriate but we rely heavily on building strong relationships with our pupils and educating them on topics such as homophobia and sexual harassment. We believe education is crucial in challenging stereotypes and we are not afraid to challenge any misconceptions that pupils may have.</p> <p>We have a strong pupil leadership team within the school. The school captains and prefects work together as positive role models and assist throughout the school with all manner of things such as like dinner queues or offering one to one support to pupils. We have prefects attached to each year group and they offer support and guidance to this year group via school council for example. We have a strong mentoring programme that supports our values and promotes positive behaviour from each other.</p>	<p>very beginning.</p>
<p><b>C: How well does our curriculum and teaching develop resilience and confidence?</b></p> <p>“Success and destination rates show that the curriculum is aspirational.” <b>SSAT Moderator Feedback</b></p> <p>“Pupils at key stages 4 and 5 make exceptional progress from their starting points.” <b>Ofsted</b></p>	<p>We have a mission to offer world class education to our pupils. The curriculum is a key element in driving this mission forward. The curriculum is logically organised and sequenced so the pupils are able to know more and do more. The curriculum is purposely designed to build on prior knowledge but with the skills required to allow our pupils to become well-rounded and successful people. Our aspirational curriculum is steered by our pupils and it's designed to cater for their interests and needs. We do not force pupils into pre-made option blocks but instead design option blocks as a result of the choices made by pupils. The curriculum is broad, balanced and coherent. To enable equality we have many structures in place to ensure the pupils have the opportunity to excel both inside and outside the classroom. At all key stages pupils' needs are catered for in full and we adapt whenever necessary to ensure that all pupils, whatever their needs, can have choice in the curriculum. For example, building a ground floor kitchen to make food technology accessible for disabled or injured pupils.</p> <p>SMSC development is strong and as such we have been graded as Outstanding (SIAMS and Ofsted).</p> <p>Throughout all key stages pupils are exposed to a wide variety of concepts and are explicitly taught skills that help prepare them for opportunities and experiences of later life. For example, in Mathematics the skills of analysing data are taught from year seven to year 11 to enable pupils to make sense of a vast amounts of data available in the modern world around them. Through exploring the Mathematics of probability and risk pupils are always encouraged to develop their mathematical reasoning skills, communication with others and have the opportunity to explain concepts to each other. We endeavour to provide regular opportunities for pupils to feedback in a less pressured environment, such as using mini-whiteboards to promote self-esteem and build self-confidence. We foster the development of</p>	<p>Review our curriculum to ensure it is constantly appropriate for our cohort.</p>

<p><b>D: How good is our co-</b></p>	<p>critical thinking skills in order to help pupils to analyse, evaluate and reflect upon their solutions. Mistakes are valued as a learning opportunity.</p> <p>Our pastoral programme is reviewed often and our school council plays an important role in this process. As a response to pupil feedback we have introduced additional strands into the programme to focus on specific issues that relate to them such as friendships, building resilience, body image and mental health.</p> <p>Our Year 9 curriculum offers pupils the opportunity to take a Leadership Development course where the students devise a programme and they deliver this to some of our local primary feeder schools. This helps to develop transferable skills and confidence. Furthermore, year 9 pupils also undertake a carousel of the foundation subjects throughout the year. These are structured under four broad topic themes, which gives additional opportunity to engage with the curriculum in a practical and engaging manner. Being able to explore a topic and looking at it from different perspectives helps to develop character as it enables pupils to explore and express their opinions and attitudes. The themes are the environment, diversity in Britain, World War II and the Olympics.</p> <p>The sixth form follow a comprehensive enrichment programme that is designed to enable the pupils to be ready for the next stage in their life. For example, they have lessons in which they explore topics such as time management, goal setting, stress and mobile phone use. Additionally, they also follow a specific PSHCE programme in which pupils are exposed to topics such as: The Law, drug abuse, human rights, pornography, resilience and mental health.</p> <p>We encourage learners to be self-motivated and we expect pupils to take an active role in their own development. For example, pupils complete MRI (my responses is) to pieces of work so that there is a dialogue between teacher and pupils (or pupil to pupil). We expect pupils to be active learners and they are well rehearsed in this. Pupils respond appropriately to teachers questioning and listen to each other's opinions.</p> <p>We have been peer and externally assessed by the SSAT Leading Edge Programme and have been awarded 'Transforming' in Principled Curriculum Design, Climate for Learning, Well-being and Leadership through moral purpose.</p>	
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**curricular provision?**

“I would like to take this opportunity to thank you and your team of teaches and support, admin workforce, for making the last term safe and enjoyable for children. New challenges lay ahead, no doubt, but as a parent I feel optimistic and confident going into the new year. It was wonderful to watch the Christmas concert on line, the whole family enjoyed it very much! Thank you once again.”

**Parent**

Or co-curricular offers are vast and varied. We offer pupils opportunities to help them explore and build the skills they need for life. We attempt to ensure that all pupils are able to take this opportunity by providing extra funding so that vulnerable pupils are able to fully experience school life. We understand barriers to participation and we attempt to break those barriers down. For example, we fund private music lessons and pay for instruments so that pupils that are experiencing financial difficulties are able to fully embrace all aspects of school life. 87% of our students have attended at least one school club.

We run a number of day trips throughout the year for example to see Wicked in the West End as part of a literacy programme, Marwell Zoo and Key Gardens. We ordinarily run a huge range of residential trips and excursions. For example, we run trips to a number of destinations such as Normandy, Holland, and Iceland. We had run a number of camping trips to make memorable experiences, including paddle boarding. We offer additional outdoor activities that involve a teambuilding opportunities. We also offer foreign exchange trips to France, Germany, Spain and China. A wide range of activities are enjoyed by our pupils such as skiing, camping, choir events, mathematics challenges and Tall Ships Challenge. This year we are running 5 ski trips.

Our pupils attend many educational excursions such as Safe Drive, Stay Alive and trips to Universities and Conferences. We ensure that no pupil is prohibited from attending these trips and these are fully funded for disadvantaged pupils so that they are able to experience the rich culture of the school and the wider world. We believe these opportunities are invaluable in developing their character, as well as making very important memories. We have high aspirations for all our pupils and we endeavour to give them opportunities to have a wide range of different experiences.

We have a high uptake of the both the Bronze and Silver Duke of Edinburgh award and the benefits of this are vast. The pupils participating have demonstrated initiative and have learnt new skills and overcome challenges, especially as our pupils have continued with their awards during the pandemic and have had to be imaginative in how they are able to complete the different sections. Currently we have 138 students for Bronze Award and 80 students have enrolled for the Silver award. The Award is fully supported by our staff members and many have volunteered their time to support our students. We have 15 members of staff that volunteer to support our Duke of Edinburgh co-ordinator so that we can successfully ensure the award is run efficiently.

We run a range of after school activities for our pupils, in particular with regards to sports. We have a wide range of successes, such as being district champions in year 7, 8, 9 and 10 for athletics. We have

Student feedback on additional that they would like to see offered

Investigate possibilities for external coaches to support our offer

	<p>won gold for both girls and boys' events in the Reading and District cross country events. We were Wokingham Indoor and Outdoor athletic champions for girls and boys. Our cricket team were Berkshire winners and National finalists. We have even participated in the Royal Windsor Horse show and swimming galas. A year 10 student recently won a Silver Medal in the World Championships for Archery. Our under 16s girls football team have been particularly successful and have represented Berkshire in regional finals.</p> <p>Our pupils are also involved in non-competitive events such as gym and dance performances, art exhibitions, fitness and music concerts. Departments also run clubs throughout the year such as the Programming club, film clubs etc. Our pupils have had many opportunities into the wider community and have attended webinars on Cybersecurity and have entered competitions such as the British Informatics Olympiad and the Oxford Computational Thinking Challenge, in which we reached the final. We take on board student opinion – for example running a chess club as students have requested this. This has now been expanded into a general board games club.</p> <p>Furthermore, we have a range of activity days throughout the school year which enhance our pupils' experiences of the world and to offer additional experiences. For example, we ran a TEFL course for year 12 students, which enables students to benefit from the skill development, increased confidence and employability skills. We have external speakers on topics such as career development.</p> <p>We celebrate successes at many different levels with formal events and occasions such as achievement assemblies or showcasing pupil performances such as the spring concert dance, celebration evening or rock concerts. We recently had an award giving afternoon to present the Bronze Duke of Edinburgh certificates. However, we also celebrate success informally every day. We make an explicit effort to mention pupils that have formed really well in something particular outside of school so the staff know who to congratulate.</p> <p>We offer opportunities for students to be creative, such as poetry and art work competitions. Departments also use opportunities to set challenges to explore different aspects of their curriculum and use creative ways to express these ideas. For example, Geography ran a Greenpeace poems for the future competition.</p>	
<p><b>E: How well do we promote the value of volunteering and service to others?</b></p>	<p>Our vision is to 'Go and do likewise' and as such we relish the opportunity to help others. Our charitable work is varied and importantly our students play a pro-active role in it. The pupils, supported by the school captains, will provide ideas and suggestions about how they can support each other or others in</p>	<p>Look at further ways in which we can volunteer in</p>

<p>“I have improved my time management skills and creativity while immersing myself in a multitude of cultures.”</p> <p><b>Year 10 Duke of Edinburgh participant</b></p>	<p>the community. The school council also plays an important role in selecting our charities and how we can support others. The school council will often drive these initiatives as they feel passionately about equality and assisting others. Advocacy plays an important role within the school council. Our pupils will act pro-actively on certain issues that they feel passionately about. Our pupils are empowered to use their voice and actions whenever there is a relevant topic such as the invasion of Ukraine. Previously we've organised donations for food banks, clothing for the homeless, serve Christmas lunch for elderly to name a few.</p> <p>We encourage our students to be active and use their voice. For example members of the school council were concerned about the impact of single use plastic bottles on the environment, so these were removed from the meal deal in the canteen.</p> <p>Participating in the Duke of Edinburgh award offers excellent opportunities to volunteer and provide a service to others. Pupils have used this opportunity and not only enjoyed the experience but have learnt new skills and many are continuing with these even after the completion of the award. For example, one year 10 pupil volunteered as an assistant at an athletic club and is continuing this.</p> <p>Many of our students support others via mentoring. This can be via reading mentors or mathematics or mentoring to support other aspects of their life – pastoral mentorship. We are currently recruiting for students to volunteer to be trained on championing for positive mental health. This is a great opportunity for our students to learn more about mental health and to use that knowledge to support the school’s commitment to well-being.</p> <p>We have a range of opportunities to encourage and facilitate student action. For example, in the summer term we took part in a trial working with Unilever to deliver a project called ‘Dirt is good’ in which year 12 students are trained as peer coaches to work with year 8 students as change makers. The change makers plan and complete an action that improves a social or environmental issue. We are also participating in Surfers against Sewage – with a clear environmental impact. We have an eco-group that considers environmental issues. The eco group recently organised a pre-loved Christmas jumper drive to reuse and reduce waste as well as raising money for charity. Year 12 students recently organised a non-uniform day to raise money for Children in Need.</p>	<p>the school/community to Go and Do Likewise</p> <p>Explore further opportunities for advocacy groups – neurodiversity group</p>
<p><b>F: How do we ensure that all</b></p>	<p>Equality is one of our values and we are committed to addressing social disadvantage to ensure that</p>	<p>Continue to</p>



**our pupils benefit equally from what we offer?**

“The unrelenting commitment to support every student to achieve his/her very best and the high- quality of support offered to those from disadvantaged backgrounds.”

**SSAT Moderator Feedback**

pupils from all backgrounds are able to have the same level of opportunity to develop academically and to build social capital. Our motto is every child, every lesson, every day. This really sums up our attitude towards equality. Everyone deserves the very best education we can offer. Provision and support is personalised in order to address the needs of individual learners including those unable to access the full curriculum, those with emotional or behavioural needs and those with high aspirations and abilities. By supporting the welfare of all people, pupils and staff alike, we achieve this goal.

As mentioned above: we offer pupils opportunities to help them explore and build the skills they need for life. We attempt to ensure that all pupils are able to take these opportunities by providing extra funding so that vulnerable pupils are able to fully experience school life. We understand barriers to participation and we attempt to break those barriers down. For example, we fund private music lessons and pay for instruments so that pupils that are experiencing financial difficulties are able to fully embrace all aspects of school life. The GCSE option choices made by disadvantaged students closely mirror non-disadvantaged students. The participation for disadvantaged students for extra curricular clubs mirrors closely non-disadvantaged.

Scheduled activities throughout the school year ensure that pupils have an awareness of diversity and issues surrounding mental health. We are not fearful of addressing sensitive issues and pupils approach these in a mature and thoughtful manner. For example, we have a wide range of thoughts of the week. These include topics such as Anti-Slavery, Human Rights, Stress awareness, LGBT and the holocaust. Furthermore, the PSHCE curriculum is well established and is delivered by a team of specialist teachers to ensure the provision is excellent and structured. The PSCHE curriculum covers topics such as emotional literacy, global citizenship, resilience, anger management, love and relationships, growth mindset and personal development, mental toughness, employment skills and racism.

We have a dedicated team of staff members who are focused on promoting diversity and inclusion. We are in the process of planning cultural events in the summer term to celebrate diversity.

We use external support where it is in the best interests of the pupils. For example, we ran a pilot project with Brave Mind, who are a charity that formed in February 2021. The aim is to provide a platform for young people to talk about mental health and well-being, and by doing so give them the tools they need to help deal with the problems life throws at them. We are now continuing this theme by training the pupils to also become mental health champions. Furthermore, we have visiting authors to continue to encourage their love of literacy, and fund the books for disadvantaged pupils. We have theatre workshops working with the pupils on a range of issues such as peer on peer abuse.

mentor individuals to support their well-being. Mentoring process to include conversations regarding co-curricular.

Further/ongoing discussions with pupils via pupil voice for their feedback.

Participation in extra curricular clubs for year 11.

	<p>The staff are made aware of the challenges of mental health conditions. We have had a number of training sessions run for the staff by CAHMS to better equip staff to support pupils. We have several INSETs throughout the year to further develop these ideas. Some staff have completed training becoming mental health first aiders and share their knowledge and understanding with other staff members. Furthermore, we also educate staff on ways to consider their own mental health and how we can grow in resilience. We are a member of the National College and as such staff are able to select any additional CPD that they require to support their understanding.</p>	
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