

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Piggott School, Wargrave	
Address	Twyford Road, Wargrave, Reading, RG10 8DS
School vision	
<p>‘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.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is embraced passionately at all levels of leadership, driving the strategic direction and daily life of the academy. Staff, parents and pupils have a clear understanding of the vision, which enables all to flourish. • As a result of the vision, good behaviour and courtesy are the norm. Relationships are warm and harmonious because of the culture of love and compassion. • Pupils have a strong sense of fairness and justice. This is strengthened through wide-ranging leadership roles and opportunities to take responsibility. • The academy provides a rich curriculum, featuring academic, vocational and creative development, with a global outlook. It is inclusive of all and provides well for pupils with special educational needs and disabilities (SEND) and those considered vulnerable. • Religious education (RE) is a priority and given a major profile across the academy. The high quality of the RE curriculum and teaching in the secondary phase enables students to flourish in their learning. 	
Areas for development	
<ul style="list-style-type: none"> • Enhance the delivery of RE in the primary phase, enabling all pupils to flourish in their learning. • Strengthen pupils' understanding of how they can take independent action as agents of change, locally, nationally, and globally. This is to extend the way they impact positively on the lives of others within and beyond the academy. 	
Inspection findings	
<p>The Piggott’s deeply Christian vision powerfully drives the strategic direction and daily life of the academy. Together with its associated values, it cements a consistently shared purpose across two schools as one academy. Using the words of Jesus, leaders, including governors, care passionately that all should ‘go and do likewise.’ Governors review the impact of the vision three times annually. Pupils’ personal response to it is gauged via an annual survey. Together, these inform the governors’ annual action plan to strengthen pupils’ social, moral and cultural development and their spiritual flourishing. Governors describe the impact of the vision thoughtfully and confidently. They make major budget adjustments to ensure that all pupils, including those considered most vulnerable, may flourish. Governors demonstrate the prioritisation of RE through investing in a specialist</p>	

teaching block. This enhances the effective leadership of RE, which extends through outreach and engagement with local schools, and by hosting RE teacher training placements. Highly effective Church school leadership not only impacts on this flourishing academy, but also on the broader community.

The academy provides a rich curriculum in both the primary (Charvil) and secondary (Wargrave) schools. Its inclusive approach fosters pupils' academic, vocational, creative and spiritual development. Pupils are encouraged to take their learning beyond the classroom to develop their character, cultural awareness and independence. Charvil's outside areas cultivate pupils' spiritual engagement with nature, for example. Wargrave's comprehensive extracurricular programme includes the Duke of Edinburgh (DoE) scheme. Many staff volunteer their time generously to support DoE and other activities. Their willingness stems from leaders' commitment to staff wellbeing, as much as pupils'. The curriculum includes specific points for reflection, often connected to the vision and associated values. Thorough planning incorporates questions to challenge pupils' thinking, encouraging them to consider ethical questions. Pupils appreciate that reflection on their spiritual responses assists their personal development. Through this, they deepen their sense of their own worth. Shaped by the vision, each pupil is valued as a unique child of God. Extensive specialist training enhances teachers' skills in ensuring the needs of pupils with specific needs are appropriately met. This is strengthened by wide-ranging support by highly trained specialist staff in areas such as dyslexia, sensory and physical support or counselling. Such a comprehensive and inclusive approach ensures that pupils with SEND flourish at The Piggott.

Through a shared commitment to worship, the chaplain and wider staff team uphold it as a valued time of the day. Themes are planned across the whole academy. Wargrave pupils are surveyed about worship annually. Their positive responses demonstrate their interest and engagement. Charvil's worship leaders contribute their ideas through meetings. Pupils' comments and suggestions inform the following year's provision. The inclusion of the theme of 'women in The Bible' is generated directly from their feedback. In considering the biblical figure of Mary of Bethany, older pupils consider how Jesus treats women in relation to women's lives at the time. Charvil's younger pupils think about how they can be 'more like Mary'. They show good understanding in terms of patience, being reflective, thoughtful and not being in a rush. Pupils at Wargrave particularly value daily reflection, when the whole site falls silent. This valued time of peace enriches the spiritual development of pupils and adults. Many appreciate the 'reflection room' as a place for quiet prayer, personal stillness and a place for the Wargrave Christian Union group to gather. The impact of chaplaincy is deep, guiding younger worship leaders at Charvil and in mentoring older pupils at Wargrave. Chaplaincy enhances worship and supports pupils' and staff spiritual development across the whole academy.

Harmonious relationships and courtesy are strong features of academy life. The academy's values of courage, respect, honesty, dedication, equality and love inform expectations that all should be treated well. When difficulties arise, pupils are supported to seek reconciliation with love and compassion. All are clear that prejudice is unacceptable. Older pupils articulate with sincerity how they feel racism and homophobia are unacceptable. Many link their commitment to equality to the parable of the Good Samaritan. Similarly, 'go and do likewise' sets the scene for older pupils' highly effective deployment as role models and leaders. Wargrave's Year 11 pupils have the opportunity to plan and teach a series of RE lessons to pupils at Charvil. Dedication shown by sixth formers in providing pastoral and subject specific mentoring for younger Wargrave pupils, models school values. Pupils' views on social justice are well developed. While many of the activities undertaken are well-known charity fundraisers, others are initiated by pupils themselves. Inspired to support one of their classmates, a courageous group of Charvil pupils take practical and positive action. Shocked by information in geography about the impact of sewage in the sea leads pupils to consider how to look after the environment. Awareness of violence against women and girls motivates sixth

formers to initiate fundraising for charities supporting victims. These activities demonstrate the conscious outworking of the academy's Christian vision and practical ways pupils impact positively on the lives of others.

Highly effective RE leadership at Wargrave extends to support for the newly appointed subject leader at Charvil. Such cooperation has a positive impact on curriculum development and staff training. RE planning secures a carefully sequenced development of pupils' knowledge and understanding from Reception to Year 11. The quality of RE teaching is inconsistent in the primary phase, and pupils' written work is limited. However, representations of their work through photos and displays show good engagement. Pupils explain what they have learnt enthusiastically. They have good recall of the key beliefs, symbols and places of worship of major world faiths. Charvil pupils particularly enjoy a series of lessons on Christianity, prepared and taught by secondary pupils. These older Wargrave pupils make rapid and sustained progress because they are taught exceptionally well, so enjoy the subject and achieve. Secondary pupils learn correct vocabulary and key terminology, equipping them to express their knowledge and understanding of world religions accurately. Gaining strong skills of enquiry and debate from Year 7 cultivates their critical thinking. Expert teaching at Wargrave ensures that pupils are well-prepared to sit a full GCSE in Year 10. As a result of this high level of attainment, they are able to follow a thematic programme exploring broader worldviews and ethics in Year 11. This provides an excellent foundation for A level study of RE, which is a popular option. Sixth form pupils who do not take A level continue to explore a range of religious and ethical themes. In addition to extending their knowledge of RE, this fortifies the development of their personal worldviews.

The inspection findings indicate that The Piggott School is living up to its foundation as a Church school.

Information			
Inspection date	30 November 2023 - 1 December 2023	URN	136891
VC/VA/Academy	Academy	Pupils on roll	1874
Diocese	Oxford		
MAT/Federation			
Executive Headteacher	Derren Gray		
Chair	Richard Thiele		
Inspector	Rachel A Jones	No.	2237