

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Robert Piggott Church of England Voluntary Controlled Junior School	
School Hill Wargrave Reading Berkshire RG10 8DY	
Current SIAMS inspection grade	Outstanding
Diocese	Oxfordshire
Previous SIAMS inspection grade	Good
Date of inspection	21 June 2018
Date of last inspection	8 May 2013
Type of school and unique reference number	Voluntary Controlled Junior 109993
Headteacher	Sally Ann Akers
Inspector's name and number	Olwyn Davison-Oakley 822

School context

The Robert Piggott Church of England Junior School is a small school serving the community of Wargrave. It is part of a federation with the Robert Piggott Church of England Infant School. The pupils are mainly White British and the number of pupils eligible for free school meals or with special educational needs and/or disabilities is below national levels. The number of pupils with English as an additional language is in line with national figures. The headteacher has been in post since September 2010. The school is organised into seven classes, some of which are mixed age.

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

- A clear understanding of the Christian values of grace, courage and friendship and the distinctive Christian vision has a significant impact on the relationships and behaviour of everyone in the school.
- The high profile of collective worship ensures that a rich experience of Anglican worship in which pupils' spirituality is enhanced.
- The strong partnership with St Mary's Church ensures that pupils, families and staff are supported pastorally.
- The strength of Christian distinctiveness in the school has a substantial impact on the spiritual, moral, social and cultural (SMSC) development of the whole school community
- The high level of commitment of school leaders, including governors, ensures that the school's core Christian values and their impact are communicated effectively to the wider school community.

Areas to improve

- Strengthen the pupils' understanding of the diversity within Christianity through more focused visits undertaken by the school.
- Increase the opportunities for parents to attend school worship, to further develop more focused evaluation and improvement.

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

At Robert Piggott Church of England Junior School, Christian values are unmistakably promoted and modelled on a daily basis across the school community. It is a welcoming and caring community where a strong Christian ethos contributes to a community where every child is nurtured and respected. They are encouraged to develop in terms of academic achievement, personal development and well-being, whatever their starting point, ability or background. Everyone in the school is acutely aware of the impact of the Christian values of grace, courage and friendship on the lives and achievements of pupils and also on the lives of families and staff in the school. Leaders speak with genuine pride and happiness when explaining how the Christian values are completely integrated into every facet of school life. They celebrate that the inclusive environment can be attributed directly to the school's distinctive Christian character and enhances pupils' understanding of diversity and respect for others. Parents emphasise that the school values make a real difference to the lives of their children and that this is extended to their families and the community. One parent stated that, 'I have never felt so welcome in any school previously.' Parents affirm that their children enjoy school and this is plainly evident when observing pupils in school. Inclusivity ensures that the school has high aspirations for all pupils, and supports, encourages and challenges them appropriately. Consequently, attendance is higher than the national average. Standards for pupils in 2017-18 are in line with national expectation and school tracking indicates that current attainment and progress has improved. Pupils in vulnerable groups or with SEN are well supported. Relationships throughout the school community are excellent. This adds to a happy and caring school where pupils feel safe and able to take risks in their learning and in their ability to explore their own beliefs. Behaviour is exemplary and can be directly attributed to the robust behaviour policy which is underpinned by the Christian ethos and values of the school. Pupils explain that, 'This is because everybody follows the school values that teach you that everyone deserves respect and help.' They give the example of the Good Samaritan to illustrate this, 'You should be kind to everyone, not just your friends.' They openly talk about collective worship and the difference that the messages from the Bible make to the choices that they make. When talking about friendship one pupil described how he sometimes had to be a 'bigger person'. The distinctive Christian character and values of the schools have a substantial impact on the SMSC development of learners. This is clearly visible in religious education (RE), collective worship and planned activities that enrich the learning experiences of pupils. Spiritual growth is further promoted through church events, service to the community, and reflection. This is a strong focus within the school and extends into the local community. Pupils appreciate the opportunities that they have in their school, and are especially excited by their experiences in RE. They like learning about different faiths and cultures and also having the time to consider their own beliefs as well as those of others in a safe environment. They demonstrate service to the community in numerous ways. They recognise that it makes them feel, 'Respectful of myself to help people who don't have as much', and, 'good inside to be saving lives'. Mutually beneficial links with the local church enhance the development of the Christian ethos of the school and its standing in the local community. Visits to the local church and links with guest speakers in the church increase pupils' understanding of Christianity in the local community and also that Christianity is a multi-cultural world faith. However, pupils' knowledge of the diversity of the Christian church is less secure. Members of clergy are regular visitors to the school and contribute to the spiritual and moral development of pupils. They provide strong pastoral support for all members of the school community.

The impact of collective worship on the school community is outstanding.

Daily, inclusive collective worship is distinctly Christian and recognised as a source of direct enrichment of the core Christian values and acknowledgement of the importance of Christian fellowship in the school. It provides an enjoyable time for calm reflection and prayer in varied forms for everyone in the school. All members of the school community speak with clarity about the importance of collective worship and how it contributes to the distinctive Christian character of the school. It is a fundamental aspect in the school day and is led by all staff, the local clergy, school governors, pupils and occasionally visiting guest leaders. Collective worship is carefully planned by the collective worship co-ordinator in collaboration with staff and clergy from the local church. This ensures that a coherent programme of rich and varied worship adheres to school values linked to curriculum need, and offers a rich tapestry of spiritual experience that engages pupils. Pupils convincingly relate the messages from frequently told Bible stories, Christian teaching and personal reflection to their everyday lives. The impact is very obvious in their attitude to learning, harmonious relationships and generous service; they are extremely aware that they should care for and respect other people, and have the courage to keep trying in everything that they do. Pupils speak with a sense of worth about their fundraising for local and more national and international charities such as The Mount Nursing home, the harvest food drop and Nasio Trust. Pupils participate with reverence and enjoyment in worship, through personal reflection and collective prayer and singing. They are happy to take on responsibility for various aspects of worship and Year 5 and Year 6 lead worship independently. The school has met the previous development area regarding pupil led worship, however, it is very keen to develop this further, extending it to

younger pupils. Collective worship has a strong focus on God the Father, God the Son and Holy Spirit. Pupils can explain with confidence the concept of the Trinity, referring to the call and response at the start of their worship. There is a strong focus on Jesus Christ and pupils can understand and explain the centrality of His position in the Christian faith. Pupils can clearly identify and talk with confidence about key elements of Anglican tradition and worship including the seasons of the church year. This is a direct result of the close links with the local church and supportive relationship with members of the clergy. The established bond with the clergy enhances worship and the distinctive Christian character of the school. Monitoring and evaluation of collective worship is undertaken by a range of stakeholders and this clearly illustrates how important school leaders regard the value of the impact of worship on life in the school and community. Governors and parents attend school worship in the local church at Christian festivals and governors are regular visitors in school based worship. Opportunities for parents to attend school based worship are less frequent. Collective worship has a strong and consistent focus on prayer, developing pupils' spirituality. Pupils value the importance of prayer, both personal and collective. They explain that there are places for personal prayer and reflection in each classroom, and understand that class prayer boxes and school prayer crosses provide opportunities for them to ask for help and thank God for what they have. Although there is no designated area in the playground, pupils explain that they can use the benches in the shade for reflection. Staff are aware that a quiet outside space for prayer would lead to increased development of spirituality. However, discussion with pupils highlighted their understanding of the value of personal prayer and that it can take place anywhere, illustrating their deep understanding of their own relationship with God.

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

All stakeholders are aware of, and demonstrate in every action and decision taken, the school vision. A resilient Christian foundation permeates the school. All leaders can clearly articulate the explicit Christian vision and its impact on the lives, well-being, standards and achievements of all pupils in the school. The Christian foundation is promoted on a variety of documents and the website through the school logo and values. However, this could be developed further, ensuring that the Biblical links are more visible. School leaders, including governors, are aware of their role in tracking pupil performance, challenging the school leaders to achieve the best for every child in the school with a focus on the whole child. The impact of the distinctive Christian character is ensured through regular monitoring and evaluation by all stakeholders in the school; staff, parents, pupils and governors. Parents are consulted through questionnaires and governors record and share examples of school values after regular school visits. Governors are involved in reviewing the school development plan and SIAMS self-evaluation. They support and challenge the headteacher to make the ethos of the school secure, leading directly to effective strategies for improvement and pupil development. Regular meetings between staff and the curriculum governor ensures that pupil behaviour, attitudes and SMSC development is informed by the distinctive Christian vision. Pupils are consulted through the School Council, the Eco Status Group, surveys and class discussion. Staff are enthusiastic when talking about the impact of unfailingly upholding Christian values. They affirm that these have a positive impact on the relationships between everyone in the school. Parents reiterate the value of the Christian ethos and its impact on their children. They are happy that their children are well prepared for life, learning valuable skills and moral codes in the school. The Christian family of the school is extended into the local community through collaboration with the church. The school's contribution to local groups and the wider community enriches the lives of the pupils and contributes to pupils' knowledge of local, national and global communities. Reciprocally valuable links exist between the church and the school, as evidenced by the support through the local clergy and between the school and the Diocese of Oxford. The impact on spirituality and emotional development of pupils is undeniable. An emphasis on developing future school leaders including governors through continuing professional development is a high priority in the school. This has led to considerable benefits for the leadership in the school in their drive to promote the distinctive Christian ethos and their preparation for the review of the RE curriculum. Parents are active supporters of the school's Christian ethos and recognise its contribution to their children's SMSC development. Parents feel part of the school community; they feel that their contribution is valued and their views have been sought with regard to improvement of standards, the Christian ethos and the well-being of pupils. Regular discussion at governing body meetings guarantees that RE is given a high priority in the school and leaders ensure that it is well resourced, leading to high attainment. Governors are fully involved in the planning, monitoring and evaluation of the RE curriculum. The headteacher has ensured that the school has met, and superseded through the full embodiment of the Christian ethos, the previous SIAMS development area regarding the use of prayer at meetings. RE and collective worship statutory requirements are met.