

The Piggott School

Twyford Road, Wargrave, Reading, Berkshire RG10 8DS

Inspection dates

29–30 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides very strong leadership. He encourages staff to have high aspirations of pupils and expects his pupils to succeed. Pupils at key stages 4 and 5 make exceptional progress from their starting points.
- Leaders and governors are highly ambitious and regularly review the progress of all pupils to ensure that appropriate support is in place. This includes those who are disadvantaged or who have special educational needs (SEN) and/or disabilities. This is particularly effective at the secondary phase where vulnerable pupils make progress above national standards.
- The school's Christian culture and values are fully owned, both by staff and by pupils. Pupils are respectful, courteous and polite to one another and to staff. There are very few incidents of poor behaviour. Pupils really enjoy coming to school and typically rarely miss a day.
- Pupils are rightly proud of their school, their achievements and how they contribute to the local community. They display a positive attitude to learning and respond confidently to teachers' challenging questions.
- Leaders ensure that high-quality safeguarding procedures are in place to protect pupils.
- Governors are a highly skilled team who support and challenge leaders appropriately on school improvement.
- The strong relationships between staff and pupils ensure that behaviour is typically superb.
- The progress pupils make across key stage 1 is improving. It is broadly in line with national standards in reading, writing and mathematics. Leaders are taking appropriate action, building leadership capacity and developing the curriculum to further improve outcomes in writing.
- Teaching in the early years is good, and children make good progress from different starting points.
- Pupils' spiritual, moral, social and cultural development is woven throughout the curriculum.
- Most teachers have strong subject knowledge and plan activities that are interesting and stimulating. However, there is variability in the quality of teaching and the rate of pupils' progress in the primary phase. Leaders are taking the right action to address this.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment across key stages 1 and 2, particularly in writing, by ensuring that teachers:
 - set challenging work for pupils, especially the most able
 - provide opportunities for pupils to write at length in a wide range of subjects
 - promote accurate spelling, punctuation and grammar in all subjects
 - use highly effective questioning, to deepen pupils' knowledge and understanding and further develop their skills.
- Ensure that leaders and those responsible for governance closely monitor the progress made by different groups of pupils in key stages 1 and 2 so that they can rigorously hold staff to account for how well pupils achieve.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors are highly committed and very determined that their pupils will succeed. They believe in the school motto, 'every child, every lesson, every day', and they use it to challenge one another on how to improve the experiences and achievements of pupils at this school.
- The headteacher is rigorously driving up standards. He is adamant that primary pupils will achieve as well as secondary pupils. Leaders are enhancing the curriculum and providing additional opportunities for pupils to be creative, confident learners.
- The school's Christian culture and values are known and used by the pupils daily. Pupils understand the importance of respecting and treating everyone equally. They know how to look after themselves and how to stay safe and healthy. They understand why they need to help those who are less fortunate than themselves.
- Senior leaders trust their staff to make the right choices for their pupils. Subject leaders value this level of autonomy and rise to the challenge of doing all that they can to improve pupils' achievement, especially at the secondary phase.
- The secondary heads of year work closely with their assistants to ensure that appropriate support for pupils' well-being is in place. The pastoral teams have very high expectations of pupils' behaviour and work closely with parents to identify how to improve individual pupils' attitudes. Consequently, pupils attend regularly and there are very few incidents of poor behaviour.
- Secondary leaders meticulously analyse and evaluate pupils' progress against school actions, to identify individual pupils who need extra help and support. This ensures that all pupils, including disadvantaged pupils, and those who have SEN and/or disabilities, receive the most appropriate support to ensure that they excel at the end of each key stage.
- Secondary leaders regularly review the curriculum, reflecting on the breadth needed to develop the ability of pupils in each year group. The most able at key stages 3 and 4 are offered a rich variety of extension subjects, including Chinese, advanced mathematics and statistics. Pupils whose attainment on entry to the school is low are allocated time to secure their literacy and numeracy skills. This helps them to access all of their subjects.
- Secondary leaders encourage their teachers' professional development through involvement in future curriculum developments. Many work with examining bodies, contributing to the content and style of examination questions. Consequently, these well-qualified subject specialists are able to ensure that their subject teams have a clear picture of current and future GCSE and A-level requirements.
- The headteacher has worked extremely hard to build leadership capacity at the primary phase. The recently appointed key stages 1 and 2 coordinators and primary phase leader are making a real difference, and are accelerating the progress pupils make, especially in mathematics. Plans are in place to further improve the teaching of writing.
- Leaders have worked with universities and colleges to attract newly qualified teachers.

The strength of the secondary provision is as a direct result of appointing well-qualified trainees whose secure subject knowledge and passion for education supports that of their peers. Primary appointments have been more difficult to fill.

- The special educational needs coordinators (SENCOs) provide excellent support for pupils who have SEN and/or disabilities. These pupils, at both the primary and secondary schools, attend regularly because they enjoy coming to school. They work well with other pupils and are making good progress.
- The headteacher has worked tirelessly to make sure that pupils have consistently good teaching. He has tackled weaknesses in teaching and has built highly cohesive teams ('teaching and learning communities') that work extremely well together to develop resources and share best practice. This is especially noticeable within the secondary mathematics, English, physical education, humanities, modern foreign languages, and creative arts teams. New primary teams are working very well to develop the pupils' experiences and improve teaching. The headteacher has established a highly effective leadership team.
- Senior leaders have an accurate view of the quality of teaching. The headteacher and other leaders use a wide range of information to check thoroughly on the quality of teaching. Leaders have overcome inconsistencies in teaching at the secondary school and are quickly developing the primary curriculum, working with local clusters to improve practice.

Governance of the school

- The highly experienced governing body provides the right level of support and challenge to school leaders. Governors are very clear about the schools' strengths and where further improvements are being made. Governors routinely visit the school to check on:
 - the progress being made in different subject areas
 - the progress made against the school's development plan
 - how well additional funding is being used to impact on the achievement of individual pupils.
- Governors are fully aware that outcomes at key stages 4 and 5 have continued to improve. Provisional information for 2017 indicates that the school is now in the top 1% of maintained schools for GCSEs. Their drive now is to have the same level of success at the primary phase.
- Governors support the headteacher's approach to performance management and appraisal whereby staff have targets linked to the school's action plan.
- Governors work closely with the leadership team, further supporting additional external reviews when needed.

Safeguarding

- The arrangements for safeguarding are effective. Appropriate checks are carried out to ensure that staff are safe to work with pupils. The recording of these checks meets statutory requirements.
- A culture of keeping pupils safe stretches across the school. The school has several senior staff who have been trained to a high level in safeguarding. They use this expertise well to ensure that pupils who need extra help get the support they require. All staff are trained appropriately and understand their responsibilities. Pupils say they feel very safe in school and are confident about who to talk to if they have any concerns. Parents also confirm they believe pupils are safe at school.
- School leaders ensure that vulnerable pupils are well supported in school. School staff work very well with parents and the local authority to protect pupils in need of care and support.

Quality of teaching, learning and assessment

Good

- Established routines and pupils' positive attitudes to learning ensure that pupils take an active role in their own learning. Well-qualified teachers actively question pupils, probing their understanding and application of new knowledge.
- Secondary teachers have very high expectations of their pupils and set challenging activities in lessons. These are pitched appropriately to challenge all pupils, irrespective of their starting points. As a result, these pupils make superb progress.
- In the strongest subjects, such as English and mathematics, teachers' feedback, in line with departmental policy, ensures that all pupils across key stages 3, 4 and post-16 know how to improve their work. These teachers routinely check that pupils make the required improvements, resulting in pupils, including disadvantaged pupils, making stronger progress.
- Pupils who have SEN and/or disabilities are supported well by teaching assistants who ably question and work with these vulnerable pupils in lessons. The primary and secondary SENCos ensure that teachers are aware of individual pupils' needs and of how best to support these pupils. At the secondary site, the 'green room' provides a quiet area where vulnerable pupils, including those with SEN and/or disabilities, can reflect and discuss particular concerns with staff and trained counsellors. This facility is helping vulnerable pupils to grow in confidence and actively seek support when they need it, thus taking charge of their emotions and building their resilience.
- Pupils who suffer from anxiety issues access the on-site mentors and counsellor support through a process of staff and self-referral. This ensures that pupils gain access to additional support and guidance, for example for mental health concerns.
- Primary pupils are focused and engaged in their learning activities. There is a good range of resources available to pupils in most subjects. However, some teachers' planning does not always sufficiently stretch and challenge pupils' writing.
- Some primary teachers do not plan as effectively as others. In these lessons, the pace of learning is too slow to sufficiently develop and challenge the most able and middle-ability pupils. In these lessons pupils spend too much time on work that is too easy for

them. Consequently, some pupils in key stages 1 and 2, including the most able, have not yet developed the stamina to write at length.

- The primary environment for learning is well kept, bright and stimulating. The library is well resourced and each classroom has a dedicated area with stimulating materials for pupils. Most pupils typically enjoy reading and are happy to read aloud. Staff work regularly with pupils to develop their reading across the early years and key stages 1 and 2. However, some pupils are over-emphasising particular sounds, and some staff are not correcting pupils quickly enough.
- Spiritual, moral, social and cultural development is excellent at this school. Pupils understand differences, symbolism and beliefs of other religions and cultures through their strong tutor and assembly programme, as well as their religious studies lessons. All pupils are actively involved in fundraising activities and contribute to charities, for example 'Launchpad' and 'Ready food', which are two charities for the homeless. The school's Christian values are regularly revisited across the school week to ensure that pupils use them to regulate their behaviour and help them to identify how they can help others.
- Extra-curricular provision is vast. Pupils, including disadvantaged pupils, go on a variety of different trips and visits in the UK and abroad. Many pupils take an active role in different bands, choirs and plays, while others are more involved in different sports and leadership programmes. Many key stage 4 pupils and sixth-form students are involved in Duke of Edinburgh's awards. These many different opportunities help pupils to try new things and develop a wide range of interests.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils describe their school as one where everyone knows the importance of 'honesty, equality, hard work, respect, love of themselves and others'. They recognise the need to be courageous so they can tackle adversity and try new things. They also know they have a responsibility for themselves as well as the wider school community.
- Parents are overwhelmingly positive about the help and support that their children receive across all year groups. Almost all parents who responded to the online questionnaire, Parent View, felt that pupils are very safe at school and their well-being is at the heart of school life. Parents would definitely recommend this school to others.
- A few pupils who join the school and have complex needs are offered a bespoke programme of support. This builds confidence and academic success for these pupils.
- Pupils value the dedicated time given to their personal, social, health and economic (PSHE) education. Pupils know how to manage money and develop social skills. They are aware of current affairs, and know how to keep themselves safe in regard to drugs and alcohol. They also enjoy learning about British values through their citizenship programme. As a result, they have a very clear understanding of justice and the rule of law.
- Pupils appreciate the impartial careers advice and guidance that they receive. This is

helping pupils in Years 11 to 13 to make important decisions about career options and raising their aspirations. As a result, pupils are taking challenging next steps into further education, employment and training.

- Sixth-form students run the school council and work as school prefects across all years. They provide excellent role models for younger pupils.

Behaviour

- The behaviour of pupils is outstanding. Pupils are rightly proud of their school. They are happy, enjoy coming to school, and wear their uniform with pride.
- Pupils display excellent behaviour throughout their school day. Their mature approach to their studies and their adopted self-regulated behaviour ensure that they move around the school and social areas without teachers having to intervene. Teachers supervise pupils throughout the school day and use this time to actively encourage pupils to achieve in both their academic and social activities. Relationships between staff and pupils are consistently strong, and staff know their pupils very well.
- There are few instances of low-level disruption and poor behaviour. Pupils treat each other with respect. They value the opinions of others, and listen carefully to one another in lessons. Consequently, pupils feel confident to participate in lessons.
- Pupils' high attendance and punctuality to lessons identifies their positive attitudes and readiness to learn. The staff's relentless support for pupils who do not attend as well as their peers, ensures that these pupils' attendance continues to improve. Use of the on-site gym facilities before and after school has helped some to attend more frequently.
- Some pupils' books do not accurately record their learning and their work is not as well presented as others. Leaders are aware of this and are working with teachers to secure improvements.
- There are very few instances of poor behaviour. When they do occur, appropriate sanctions are in place for pupils. The school's internal exclusion room is rarely used. Year 8 pupils told inspectors that 'to be internally excluded is frowned upon', and that 'no one wants to be associated with that room'.
- Pupils told inspectors that bullying is not tolerated at this school. On the rare occasion it does occur, it is dealt with quickly by the pastoral team.

Outcomes for pupils

Good

- Pupils join the secondary school with prior attainment that is typically higher than that seen nationally. In 2016 and 2017, key stage 4 pupils achieved strong results at the end of their GCSE courses.
- In 2017, 88% of the cohort gained a good grade in both their English and mathematics GCSEs. Pupils typically made exceptional progress, gaining one grade above pupils with similar starting points. Boys and girls attain equally well across their subjects. Pupils, including disadvantaged pupils and those who have SEN and/or disabilities, make progress that is well above that of their peers.
- Published performance information for 2016 shows that pupils' progress in almost

every subject, including English and mathematics, was well above average. Attainment is considerably higher than national averages.

- The school's current progress information shows that pupils in key stages 3 and 4 continue to make outstanding progress. Leaders actively support groups of pupils who are potentially unlikely to achieve their targets, ensuring that these gaps in pupils' understanding are quickly filled. For example, in 2016, the progress of boys was not as strong in English and modern foreign languages. Leaders adjusted the curriculum so that it more closely met the needs of boys. These changes eradicated differences in attainment, improving the outcomes of boys in 2017 while ensuring equal success for the girls.
- The most able pupils at key stages 3 and 4 are offered an extended curriculum. This allows pupils to widen their understanding of languages and mathematics. Pupils attain strong outcomes on these courses and many choose to study these further in the sixth form.
- In 2017, the percentage of pupils achieving age-related expectations at the end of key stage 1 in writing, mathematics and science was broadly in line with national averages. The percentage of pupils achieving deeper levels of understanding in reading and mathematics was slightly above national averages. Improvements in the teaching of phonics increased the percentage of pupils achieving the expected level.
- Observations in lessons, and work in pupils' books, show that pupils in key stages 1 and 2 are making stronger progress in mathematics this academic year. However, some high-attaining pupils are not being sufficiently challenged in mathematics in Years 3 and 4.
- The new key stages 1 and 2 coordinators are developing writing opportunities for pupils at the primary school. However, pupils' English and 'topic' books do not consistently record their written activities across Years 1 to 4. Some staff feedback is not supporting improvements to pupils' spelling, punctuation, grammar and handwriting skills.
- Pupils make much stronger progress in reading. The outcomes of the Year 1 and Year 2 phonics screening check have improved rapidly, and far more pupils achieve the expected standard.

Early years provision

Good

- The leadership of the early years is good. The teacher knows the expectations of the framework well, and the activities provided develop the children's interests and imagination.
- Phonics teaching is effective. However, some overemphasis of sounds or nuances are not always addressed. Children use the sounds they learn in their reading to help them with their independent writing work.
- School information indicates that children who joined the Reception group in 2015/16 and 2016/17 had low literacy development. Children's work demonstrates that they are making progress over time. Children who joined the school in Reception in 2016/17 at a lower level of development than their peers, caught up, and the percentage of children making a good level of development is slightly better than the national

average. Therefore, more children are ready to start Year 1.

- The learning environment is well organised, stimulating and safe. It provides a wide variety of resources that encourage children to play, explore and learn. Children behave well and are kept safe.

16 to 19 study programmes

Outstanding

- Leaders of the sixth form have high expectations. They consistently follow procedures to ensure that all students, irrespective of their starting points, develop the skills to learn well and succeed. Most students continue their education at this sixth form from key stage 4. They make accelerated progress, gaining exceptionally strong outcomes in A levels, vocational subjects and technical awards.
- The tracking of students follows the model in the rest of the school. Careful monitoring highlights any student who is underperforming. Appropriate support ensures that these students improve. The head of sixth form, heads of Years 12 and 13, and teachers, monitor closely how these students are improving, adjusting the level of support needed.
- The well-resourced and dedicated sixth-form area provides a quiet environment for students to study. Students have very positive attitudes to learning and use this area well. Staff are always available to offer support and guidance. The strong relationships between staff and students ensure that students' attendance is high, discussions are purposeful and study time is used effectively.
- Most students take three or four level 3 courses. Students use the on-site careers adviser to help support their job and apprenticeship applications. Those who have applied to university use their predicted grades well to make sure that their chosen courses are appropriate for their ability and interests. Currently, the majority of students go on to university. Many go to Russell Group universities and a few students each year gain admission to Oxbridge.
- Students spoke eloquently to inspectors about their very positive school experiences. They felt very well supported from Year 7 to Year 13. One Year 13 student commented on how the leadership of the sixth form cared for them, as if 'they were their own child'.
- Most students retaking GCSE English and/or mathematics passed their examinations. However, some pupils need to resit these qualifications more than once to achieve a good grade.

School details

Unique reference number	136891
Local authority	Wokingham
Inspection number	10039602

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	All-through
School category	Academy converter
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1389
Of which, number on roll in 16 to 19 study programmes	328
Appropriate authority	Board of trustees
Chair	Helen Craig and Jackie Cousins
Headteacher	Derren Gray
Telephone number	01189 402 357
Website	www.piggottschool.org
Email address	office@piggottschool.org
Date of previous inspection	12–14 January 2014

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The Piggott School is a Church of England academy associated with the Diocese of Oxford.
- The current headteacher was appointed in September 2014.
- The Piggott School is a large all-through school.
- The one-form-entry primary school, Charvil Piggott Primary School, is based on a

different site approximately two miles away. It opened in September 2013 and currently has pupils from Reception to Year 4.

- The proportion of pupils supported by pupil premium funding is well below the national average.
- The proportion of pupils who have SEN and/or disabilities or are supported with an educational, health and care plan is above the national average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The majority of pupils are White British. Almost 6% are Asian or Asian British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at key stage 4.
- The sixth-form outcomes meet the 16 to 18 minimum standards.

Information about this inspection

- Inspectors observed teaching and learning in all of the primary classes from Reception to Year 4, and visited 34 lessons across a range of subjects and year groups in the secondary school. Seventeen of these lessons were visited jointly with members of the school's leadership team. Inspectors looked at samples of pupils' written work across a range of abilities, subjects and year groups.
- Inspectors visited three tutor groups and two assemblies. They met with pupils from Years 7, 8, 9, 10, 12 and 13. They talked to pupils from Reception to Year 13, both during lessons, and more informally around the school. Inspectors listened to Year 3 pupils read and talked to pupils about the books they were reading.
- Inspectors met with the headteacher, senior leaders, middle leaders and newly qualified teachers. They met with the chair and members of the local governing body. They also spoke to primary and secondary Diocesan representatives.
- Inspectors considered the school's policies, including those for safeguarding, behaviour, attendance, pupil premium and SEN. They reviewed the school's self-evaluation, improvement plan and governing body meeting minutes. They also looked at records relating to current pupils' progress and attendance, as well as behaviour and exclusion logs.
- Inspectors reviewed the 298 responses to Ofsted's online questionnaire, Parent View, and 171 responses from parents on Ofsted's free-text service. They also reviewed the 133 responses to the staff survey.

Inspection team

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