

Inspection of a good school: The Piggott School

Twyford Road, Wargrave, Reading, Berkshire RG10 8DS

Inspection dates: 10 and 11 May 2023

Outcome

The Piggott School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils rightly feel proud to attend The Piggott School. Pupils aged 4 to 18 learn very well here and go on to achieve exceptional outcomes by the end of the secondary phase. They are motivated to work hard because they know their teachers expect great things from them. There are equally high expectations of pupils' behaviour, which is exemplary.

The range of opportunities at the school for pupils to develop their skills and talents is extensive. These are popular among pupils and include sporting teams and instrumental lessons, as well as clubs and trips linked to the curriculum. Pupils say that there is 'something for everyone'.

Pupils benefit from taking part in leadership opportunities. For instance, they can sit on the school council or participate in advocacy groups, where they discuss topics that are important to them, including equality and diversity. Pupils feel empowered by these groups because they know that leaders listen carefully to what they say and take action as a result.

Parents feel lucky to have such an excellent school in their local community. One parent commented that staff at the school are 'interested in the whole child, and their development, alongside their emotional well-being, and this creates a strong platform for academic success.'

What does the school do well and what does it need to do better?

Leaders have created a broad curriculum, which is rooted in their very ambitious expectations for all pupils. They have thought about what pupils should learn from Reception to Year 13, going beyond the demands of the national curriculum. The

curriculum is delivered consistently well by teachers, who are highly trained and are knowledgeable about the subjects they teach. As a result, pupils achieve highly here, including those with special educational needs and/or disabilities (SEND). Although some of the primary phase outcomes were lower than expected in the previous academic year, this is not typical, and pupils generally achieve well at the end of key stages 1 and 2. This includes in their writing, where leaders have made substantial improvements to the curriculum since the last inspection. The positive impact of these changes is reflected in the very high quality of current pupils' work.

Leaders have ensured that teachers' approaches to delivering the curriculum are highly effective for all pupils, especially those with SEND. In lessons, teachers present subject matter very clearly. They structure class discussions thoughtfully to build on what pupils already know. Teachers use questions adeptly to check pupils' understanding and unpick any misconceptions as they arise. They select tasks to challenge and engage pupils exceptionally well. Pupils are taught to work well independently and encouraged to take full ownership of their learning. This begins in the early years, where classroom routines are established quickly. Older pupils, including those in the sixth form, demonstrate an impressive commitment to their own learning, such as in the way they approach personal study and revision.

The vast majority of pupils at this school rapidly become confident and enthusiastic readers. Making sure that pupils can read is prioritised from the beginning of reception. Pupils benefit from expert teaching while they are learning to read, and resources are matched to the sounds they know. If pupils fall behind, this is identified swiftly, and they receive extra support to help them catch up quickly. The same applies to pupils in the secondary phase who need help with reading.

The school values of 'respect, equality, honesty, dedication, courage and love' form a strong foundation for the education that pupils receive here. These values are evident in the kindness pupils show each other, as well as the mutual respect between them and their teachers. Pupils describe their school as a place where individuality is celebrated. They reflect maturely on their learning about equality and diversity in personal, social, health and economic (PSHE) education lessons. From the very beginning of primary school, pupils are taught effectively how to learn and play together. Pupils who are new to the school's sixth form, in Year 12, describe how welcome they were made to feel.

Leaders have developed a broad and relevant PSHE curriculum, through which pupils learn about life in modern Britain. Pupils describe how what they learn in PSHE is meaningful and age-appropriate to them. For example, pupils in the primary phase describe how their learning in this subject helps them to use technology safely. The PSHE curriculum is particularly impressive from Year 7 onwards, where leaders continually adapt what is taught based on pupils' feedback and current events. In the secondary phase, pupils also receive high-quality advice about their curriculum options, future careers and further education. Pupils in the sixth form particularly appreciate the advice and guidance they receive, including when writing university applications.

Staff enjoy coming to work here. They appreciate the support and training they get from leaders, which enables them to make progress in their careers and perform their roles

with confidence. They recognise the efforts leaders make to take their workload into account when deciding on school policies and initiatives. Trustees keep close oversight of workload to make sure that what is expected of staff is reasonable.

Leaders and trustees have a very detailed and accurate understanding of their school. Trustees use their knowledge and expertise to challenge leaders effectively, ensuring they are focused on those areas of greatest importance.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding here. Staff are trained to recognise and report concerns. Leaders also use a range of information, including attendance and behaviour data, to identify concerns proactively. They take action to support pupils, when needed, including working with external agencies. Pupils are taught how to keep themselves safe as part of a highly effective PSHE curriculum. Leaders ensure that all the necessary checks are carried out on staff who are new to the school, and any concerns are dealt with appropriately. Governors understand their safeguarding duties and ensure that the arrangements in school remain effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in November 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136891
Local authority	Wokingham
Inspection number	10256500
Type of school	All-through
School category	Academy converter
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,762
Of which, number on roll in the sixth form	505
Appropriate authority	The board of trustees
Chair of trust	Richard Thiele
Executive headteacher	Derren Gray
Website	www.piggottschool.org
Date of previous inspection	29 and 30 November 2017

Information about this school

- This is an all-through school on two sites. The primary site is located on Park Lane, Charvil RG10 9TR.
- The Piggott is a Church of England academy within the Diocese of Oxford. The most recent Statutory Inspection of Anglican and Methodist Schools under section 48 of the Education Act took place in March 2016. The next section 48 inspection is due in the next academic year.
- The school uses four registered and three unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, English, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with a range of school leaders, including the executive headteacher and the headteacher of the primary site. The lead inspector also met with representatives of the board of trustees and the Diocese of Oxford.
- The inspectors met with pupils, parents and staff to discuss their views of the school. The inspectors also took their views into account through their responses to Ofsted's surveys.
- The inspectors checked that the arrangements for safeguarding are effective. They met with the designated safeguarding lead, scrutinised records of concerns, checked the single central record and had conversations with pupils, staff and governors about this aspect of the school.

Inspection team

Chris Ellison, lead inspector

His Majesty's Inspector

Owen McColgan

Ofsted Inspector

Simon Woodbridge

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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