

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Robert Piggott Church of England Junior School

Vision

‘A tree is known by its fruits’ (Matthew 12:33) We seek to live this through the values of grace, courage and friendship. We are committed to nurturing our children to flourish in mind, body and spirit, enabling them to become confident, creative and resilient learners who contribute positively to our local and global community.

Robert Piggott Church of England Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The established and embedded Christian vision drives decisions made by leaders. It is well understood and valued by pupils, staff, governors and parents. The chosen values of grace, courage and friendship support people in understanding what it means to ‘be known by your fruits.’
- Meaningful opportunities are provided for spiritual development. The chosen approach is applied consistently through the curriculum and during collective worship. This enables pupils and adults to engage in moments of reflection and stillness, supporting their spiritual flourishing.
- There is a strong sense of belonging for pupils, staff and families. Those considered as vulnerable receive special care and attention. Pupils are taught and enabled to live well together.
- The religious education (RE) curriculum is thoughtfully planned and sequenced. It enables pupils to develop secure knowledge of a range of religions. There is a strong commitment to visiting places of worship. These visits enrich the curriculum and further deepen pupils’ understanding.
- Pupils are inspired by the vision to be ‘good fruits.’ They are advocates for causes which matter to them. As a result, they take actions which make a positive difference, both within and beyond school.

Development Points

- Embed the teaching of non-religious worldviews. This is so that pupils develop a wider understanding of the diversity of people's beliefs and perspectives.
- Develop a shared language to define the concept of justice. This is so that pupils deepen their awareness of why they take action and how they address injustice in the world.



Inspection Findings

Vision and Leadership

The established Christian vision serves the school well. Supported by the biblically rooted values, it inspires the actions and decisions of leaders, staff and governors. They keep it at the heart of their work. The federation with a local infant school is a fruitful partnership. Resources are shared and deployed to benefit pupils and staff across both schools. Through a shared vision, pupils arrive at the junior school with a strong foundation for flourishing. Leaders, including governors, know the school well. There is a shared sense of purpose and focus when monitoring the impact of the vision. This results in accurate evaluation and a clear sense of direction and growth as a Church school. This means that the Christian distinctiveness is cherished, prioritised and protected. The vision is central to bold decision making about the future of the school, for example, the journey towards academisation.

Vision and School Culture

Motivated by the vision, staff enable pupils to see themselves as 'good fruit', known by their deeds. Pupils appreciate the support they receive from staff in navigating friendship challenges and resolving conflict. This helps them develop empathy and understand that everyone deserves a fresh start when they make a mistake. Parents value the way their children are celebrated. One pupil expressed that staff make them feel 'special' and 'shiny.' The vision has inspired leaders' determination that no one is left behind. Pupils considered as vulnerable receive targeted support in response to their needs. This means that they develop a strong sense of belonging and discover their strengths. Pupils flourish as a result of staff living out the vision in their daily work. Highly appropriate training has resulted in a consistent approach to emotional support for pupils. Staff appreciate the thoughtful actions of leaders in looking after their wellbeing and professional development. This creates a culture of trust, honesty and gratitude. It means that staff flourish.

Worship and Spirituality

Collective worship is central to pupils' personal and spiritual development. Music, silence, prayer and pupil talk are used creatively and thoughtfully, within a clear understanding of spirituality. Careful attention is given to the Church calendar and to the inclusion of simple liturgy. There is a familiar pattern to worship. As a result, it is cherished as a special time of joy, peace and togetherness by staff, pupils and visitors. Worship is well planned, with a particular focus on the teachings of Jesus. It enables pupils to make connections with their own lives. This is achieved through linking a range of Bible stories and characters to the vision and values. Pupils develop their understanding of how to grow strong roots and be known by their fruits. They are invited to use prayer to express gratitude, say sorry and make requests. As a result, pupils are reflective and considerate of their own and others' needs. The long-standing relationship between the church and school further enriches worship for adults and pupils.

Vision and Curriculum

The vision underpins a carefully constructed curriculum. Leaders ensure that the school values of grace, courage and friendship are woven into curriculum plans. Concepts such as diversity, peace and wisdom are also included. Special focus on these values and concepts inspires pupils to think deeply. They respect the thoughts and opinions of others. The curriculum makes a significant contribution to the spiritual flourishing of pupils. This is achieved through an established and well-understood framework for spiritual development. Pupils are inspired and enabled to reflect inwards, look outwards and connect with others. Planned and incidental spiritual moments are responsive to the needs of pupils. They create a calm atmosphere in classrooms. Leaders and staff keep the needs of pupils, including those considered vulnerable, central when monitoring and reviewing the curriculum. As a result, it serves the pupils well and enables them to flourish in mind, body and spirit.

Vision, Justice and Responsibility

Pupils recognise that the 'little things they do for others can make a big difference.' This is because leaders are driven by the vision to establish a culture of shared responsibility. Carefully chosen events and projects contribute to this. Staff ensure that pupils have a voice and are listened to. As a result, pupils advocate and act



for causes which matter to them. They strive to be 'good fruits' in the school, local and global community. The work of the school council educates and enthuses other pupils. The recent 'switch off fortnight' project effectively educated pupils about climate change. It motivated them to take action for climate justice. Staff are creative and driven in developing a purposeful racial equity curriculum. Pupils know about the lives of significant historical figures who have made a stand for racial justice. As a result, they have a growing awareness of the concept of justice. However, their understanding is inconsistent because there is no shared or secure definition of what justice means.

Religious Education

The RE curriculum enables pupils to think deeply and explore challenging concepts. Leaders invest time and resources in its ongoing development. This means it is highly effective and valued by pupils and adults. Leaders have responded with pace and purpose to curriculum changes, supported by training from the diocese. This has enabled them to ensure a challenging and diverse curriculum is in place. There is a balance across a range of religions and the diversity within them. As a result, pupils understand and respect different beliefs and traditions. There is, however, insufficient depth to the exploration of non-religious worldviews, such as Humanism. RE is enriched through visits to places of worship. These strengthen the curriculum through deepening knowledge of how people live out their faith. They are valued by pupils and parents. These visits contribute to the positive impact RE has on the lives of pupils.

Information

Address	School Hill, Wargrave, Berkshire, RG10 8DY		
Date	27 November 2025	URN	109993
Type of school	Voluntary Controlled	No. of pupils	163
Diocese	Oxford		
Federation	The Federation of Robert Piggott Infant and Junior Schools		
Headteacher	Vanessa O'Byrne		
Chair of Governors	Issy Perowne		
Inspector	Hannah Inglis		