



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Robert Piggott Church of England VC Infant School	
Address	Beverley Gardens, Wargrave, RG10 8ED
School vision	
<p>Our vision is rooted in the understanding that ‘A tree is known by its fruits.’ (Matthew 12:33)</p> <p>We seek to live this through our 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.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The school's well-established Christian vision is realised through the core values of grace, courage, and friendship. The way in which it is lived out in daily practice enables individuals to flourish.</li> <li>• Governors face emerging challenges with confidence, secure in the knowledge of the school’s original purpose and its current vision. They are ready and eager to support its next steps as a Church school.</li> <li>• Collective worship permeates school life. Pupils find it a joyous yet reflective celebration. It is thought provoking, and moments for prayer or reflection are used to enhance personal spirituality.</li> <li>• The support of the local church community has a positive impact on the culture and ethos of the school. Regular visitors, including clergy, support both the worship and wider education of pupils. This furthers their understanding Christianity and the concept of worship.</li> <li>• Religious education (RE) is highly regarded and given prominence within the curriculum. Pupils study a broad, stimulating, and inclusive curriculum. It makes a constructive contribution to the Christian character of the school.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Identify ways to secure the school’s future whilst safeguarding its religious character and foundation deed. This is so that it continues its original purpose as a place of learning within the community.</li> <li>• Extend global awareness across the curriculum so that pupils are more able to appreciate difference and diversity within and between cultures.</li> </ul>	
Inspection findings	
<p>Robert Piggott Church of England Infant School is a nurturing community with a culture of care and compassion. Inspired by its well-established Christian vision, it offers opportunities for adults and pupils to flourish in mind, body, and spirit. The school is federated with Robert Piggott Church of England Junior School. This is a highly successful partnership that pools expertise and resources to the benefit of both establishments. These include opportunities for joint collective worship, a strong</p>	

RE curriculum and, most markedly, shared leadership and governance. Governors and school leaders are dedicated and proactive. Their strategic decision making, framed within the vision, shapes the community. They are currently exploring options to secure the schools' future whilst retaining its original purpose and current vision. Supported by the diocese the school is beginning its journey towards becoming an academy.

Cohesive relationships epitomise the school's values of grace and friendship. This includes relationships with parents and carers whose needs are listened to and acted on. Staff morale is high because they feel respected and supported. They are generous with their time and commitment to the school. Their conduct shapes pupils' behaviour. As a result, pupils' relationships also express the school's values helping them to live well together. School life is further enriched by its close relationship with the local church community who offer high quality, consistent support. They are committed to developing their partnership with the school. Part of their regular support includes the delivery of a national programme of learning designed to further understanding of RE. This creates a sense of wonder and encourages pupils to consider their own points of view.

The school's engaging curriculum is well planned and applicable to its community. Its emphasis on developing personal skills and knowledge means even the most vulnerable pupils make progress. This results in determined individuals who love learning. The school's vision and core Christian values, firmly rooted in examples from the Bible, underpin the curriculum. Therefore, pupils are growing into confident, creative, and resilient learners who thrive academically. Furthermore, the curriculum creates assorted opportunities for pupils to develop an understanding of their place in the world. For example, they explore characteristics of people living in a range of settings, including those beyond their experiences. Likewise, they investigate how Christians around the world use the symbol of the cross to express their faith. However, opportunities to appreciate a more comprehensive global perspective that includes difference and diversity within today's world, are less accessible. Leaders enable significant local partnerships to further enhance learning. For example, the school benefits from working with other nearby schools, sharing and receiving expertise. Additionally, subject knowledge and skills across the infant and junior school supplements pupils' experiences. All staff are deeply committed to ensuring that pupils have their individual needs met. As a result, those who benefit from additional help are well supported. Furthermore, within this school's compassionate environment, emotional welfare is prioritised. Inspired by the vision, a strong nurture team care for pupils' mental health and wellbeing. Consequently, the school is equipping pupils to succeed in body, mind, and spirit, consistent with its vision.

Collective worship is an effective expression of the school's Christian vision. Knowledgeable staff, clergy, and governors, skilfully celebrate worship ensuring opportunities for personal spiritual growth are at its heart. It is inspirational, thought-provoking, and inclusive. It conscientiously addresses the needs of an infant school cohort so that their experience is age-appropriate. Pupils understand worship as a vibrant, joyous, yet reflective experience. They are given suitable opportunities for prayer and reflection. The weekly pattern of worship is thoughtfully planned and varied, providing effective opportunities for them to partake and lead. Pupils and adults visit the local church for special services such as Christmas and Easter. These enjoyable occasions support individual spiritual growth. Whilst still invitational, prayer and reflection are integral aspects to school life. These practices can be found taking place in class, staff meetings, governor meetings and across the school. It allows everyone, regardless of belief, to reflect on thoughts, action, and feelings. Consequently, the impact of collective worship permeates the whole school and heightens the spiritual awareness of its community.

Opportunities to engage with spiritual experiences and practices are well thought out and securely embedded within the curriculum. This makes them intrinsic to the daily experience of pupils and

staff. Throughout the day there are scheduled times to pause, think, reflect, and pray. Additionally, the curriculum allows spontaneous moments for spiritual development. School practices, including its approach to spirituality, helps pupils to develop strategies to regulate emotions and to resolve disputes amicably. This means they are happy, behave well and feel safe at school. Pupils articulate how the school's vision motivates them to make age-related ethical choices. For example, they understand that forest school activities teach them how to respect and be kind to the environment. They take practical action, such as litter picking within the locality. They show compassion for others including residents of a local nursing home and those affected by the Ukrainian crisis. Through supporting national and local causes pupils are learning to show respect for others in different circumstances. Their compassion is further encouraged through the provision of extra-curricular roles and opportunities to develop social awareness. Consequently, they are developing a secure understanding of local and national social justice issues. However, pupils experience of, and opportunities to respond to, global ethical issues are more limited.

RE reinforces the importance of the school's vision. It is planned sequentially using substantial, high quality, programmes of learning. It allows pupils to gain appropriate knowledge through incorporating a range of inquiry approaches. Well selected key questions invite a response and develops them into individuals who are inquisitive and respect each other's views. RE provides a safe space for pupils to explore differences. They enjoy the subject and talk about their learning with enthusiasm. They benefit from visits to local churches. In addition, offsite visits widen after they transfer to the junior school. Leaders engage with professional development from the diocese and cascade training to others. They effectively monitor the delivery of RE through regular observations and work scrutiny. Moderation of pupils' work internally and with other local schools helps ensure quality and progression. RE makes a constructive contribution to the Christian character of the school.

The implementation of the school's vision has created an environment where adults and children thrive in mind, body, and spirit. It secures the academic and spiritual growth of this community. The school is well-placed to continue its onward journey as a place of learning where all can flourish.

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

Information			
Inspection date	25 January 2024	URN	109989
VC/VA/Academy	Voluntary controlled	Pupils on roll	117
Diocese	Oxford		
MAT/Federation			
Executive Headteacher	Vanessa O'Byrne		
Chair	Owen Rees		
Inspector	Delia Sheppard	No.	942