

The Piggott School – Character Education



Our Christian Vision:

'Go and do Likewise' Luke 10:17, The Parable of the Good Samaritan

We live with love and compassion, seeking help in times of need.

Our Values:

Respect Equality Honesty Dedication Courage Love

Our School Christian Vision and Values embody the Fruits of the Spirit to inspire our students to embrace our learning community and explore education for life in all of its fullness.

We are dedicated to enlightening a generation to take these values and 'Go and do likewise.'

Our Aims:

To provide a caring environment based on Christian Vision and Values

To develop enquiring minds capable of independent thought

To promote the value of lifelong learning

To be open to new ideas

To encourage respect and tolerance

The Piggott School Character Education and Cultural Capital

	Current provision:	Next steps:
<p>A: What kind of school are we?</p> <p>The Christian vision is embraced passionately at all levels of leadership, driving the strategic direction and daily life of the academy. Staff, parents and pupils have a clear understanding of the vision, which enables all to flourish. (SIAMS 2023)</p> <p>These values are evident in the kindness pupils show each other, as well as the mutual respect between them and their teachers.</p> <p>Ofsted, 2023</p> <p style="text-align: center;">Parent</p> <p>“You’re all heroes in my eyes and please know you are so,</p>	<p>At the Piggott School, character education is deeply integrated into every aspect of school life. Our mission is to nurture well-educated, well-rounded young adults, fully prepared for their next stage in life.</p> <p>Our Christian vision and values form the foundation of everything we do, guiding all decisions to benefit both pupils and staff. Leaders are committed to making principled, long-term choices that prioritize the school community's well-being. These values—respect, equality, honesty, dedication, courage, and love—support strong academic achievement and prepare students for the future. Our vision, inspired by the parable of the Good Samaritan, is encapsulated in the call to "Go and do likewise."</p> <p>We promote our vision and values through assemblies, weekly themes, lessons, pastoral programs, and everyday interactions. They are woven into our school culture, encouraging pupils and staff of all faiths and none to reflect on their spirituality and grow socially and emotionally. The school's behaviour policy is also closely aligned with these values, ensuring that the principles of respect, fairness, and kindness are upheld in every interaction. This policy supports a positive school environment where pupils feel valued and can thrive both academically and socially.</p> <p>Our pupils take great pride in being part of the Piggott School community. Their enthusiasm and dedication are evident in various ways, from participating in sports teams to serving as guides or speakers at events like open evenings. Many volunteer willingly, sharing honest and passionate insights about the school. This has earned us numerous compliments from visitors, including one parent who remarked that the student guides were "polite "honest and reassuring answers to my daughter’s questions."</p>	<p>The school will continue to build strong links with the local churches and the wider community to maximise opportunities to collaborate through shared learning experiences</p>

<p>so appreciated.” Parent</p>		
<p>B: What are our expectations of behaviour towards each other?</p> <p>As a result of the vision, good behaviour and courtesy are the norm. Relationships are warm and harmonious because of the culture of love and compassion. (SIAMS 2023)</p> <ul style="list-style-type: none"> • Pupils have a strong sense of fairness and justice. This is strengthened <p>“Pupils treat each other with respect. They value the opinions of others, and listen carefully to one another in lessons.”</p> <p>Ofsted</p> <p>“Students are clearly proud of their school, its community, and the opportunities it provides.”</p> <p>SSAT Moderator Feedback</p> <p>“Pupils display excellent behaviour throughout the school day.”</p> <p>Ofsted</p>	<p>Our school culture prioritises positive behaviour for learning and sets high expectations for all pupils, firmly rooted in our vision and values. Pupils are actively encouraged to develop the skills needed to work both independently and collaboratively, equipping them to tackle challenges and find innovative solutions.</p> <p>Strong, respectful relationships between pupils and staff form the foundation of our supportive and inclusive learning environment. Pupils are expected to be self-regulating and proactive, demonstrating accountability in their actions. Restorative conversations are a cornerstone of our behaviour policy, focusing on repairing relationships and fostering positive outcomes for all involved.</p> <p>A robust and well-structured pastoral system ensures every pupil receives the guidance and support needed to thrive. The Senior Leadership Team, key stage leaders, heads of year, assistant heads of year, form tutors, and pastoral support workers collaborate closely with each year group, addressing individual needs with care and diligence. SIAMS recognised this, noting that “good behaviour and courtesy are the norm.”</p> <p>Bullying of any kind is not tolerated, and any concerns raised are dealt with swiftly and effectively by our pastoral team.</p> <p>While appropriate sanctions are used when necessary, our emphasis is relationship-building. We proactively educate pupils on important topics such as homophobia and sexual harassment, equipping them to challenge stereotypes and misconceptions with confidence and empathy.</p> <p>Pupil leadership is a key aspect of our school community. Prefects are assigned to each year group, offering guidance and support, while the school council provides a platform for pupil voices to be heard. Our mentoring program further reinforces our values, fostering positive peer relationships and encouraging mutual respect.</p> <p>Our commitment to professional development ensures that staff are well-equipped to meet the evolving needs of our pupils. While the majority of training is delivered by our experienced and knowledgeable staff, we also collaborate with external providers to stay informed about best practices. For example, our partnership with BRIYM (Building Resilience in Young Minds) has enhanced our ability to support pupils, staff, and parents in promoting mental well-being.</p> <p>To ensure fairness and inclusivity, Individual Behaviour Plans (IBPs) are implemented for a small number of pupils, allowing us to maintain high expectations while providing tailored support to meet individual</p>	<p>Ensure high standards and expectations are understood by pupils joining the school – Year 7 and Year 12. Summer school and induction.</p> <p>Reinforce behaviour expectations (including running assemblies) and include these on student bulletin. Review with staff body – including support staff. Consultation with parents and parental feedback included.</p>

	needs.	
<p>C: How well does our curriculum and teaching develop resilience and confidence?</p> <p>“Success and destination rates show that the curriculum is aspirational.”</p> <p>SSAT Moderator Feedback</p> <p>“Pupils at key stages 4 and 5 make exceptional progress from their starting points.”</p> <p>Ofsted</p>	<p>Our mission is to provide a world-class education for our pupils, with the curriculum serving as a cornerstone of this ambition. Carefully designed and logically sequenced, the curriculum enables pupils to build on prior knowledge and develop the skills necessary to become well-rounded, successful individuals. It is tailored to our pupils’ interests and needs, reflecting our aspirational vision. Rather than confining pupils to pre-determined option blocks, we design options based on their choices, ensuring a personalised and meaningful educational experience. The curriculum is broad, balanced, and coherent, promoting equity through structures that empower pupils to excel both inside and outside the classroom. To support development, we embed Rosenshein’s Principles of Instruction across our teaching practices.</p> <p>Our strong focus on pupil progress is reflected in our impressive value-added outcomes. Key Stage 4 data highlights a Progress 8 score of 0.74, demonstrating that pupils consistently exceed expected outcomes and perform at a high level.</p> <p>At all key stages, the curriculum adapts to cater to pupils’ individual needs, ensuring every pupil, regardless of their circumstances, has access to a diverse range of opportunities and pathways.</p> <p>Pupils engage with a wide array of concepts and are explicitly taught skills that prepare them for future opportunities and experiences. For example, in Mathematics, the ability to analyse data is cultivated from Year 7 to Year 11, equipping pupils to interpret the vast amounts of data in the modern world. Lessons on probability and risk foster mathematical reasoning, effective communication, and peer-to-peer teaching. Mistakes are embraced as valuable learning opportunities, while tools such as mini-whiteboards encourage self-expression and build confidence. Our approach nurtures critical thinking, enabling pupils to analyse, evaluate, and reflect on their solutions.</p> <p>Our pastoral program is regularly reviewed to meet the evolving needs of our pupils. The school council plays an integral role in this process, ensuring pupil voices are heard. In response to their feedback, we have introduced topics such as friendships, resilience, body image, and mental health. External speakers are invited to provide expert insights into subjects like diversity, mental health, and the dangers of vaping, enriching pupils’ understanding and awareness.</p> <p>In Year 9, pupils have the opportunity to participate in a Leadership Development course, collaborating with pupils from local primary feeder schools. This initiative builds transferable skills and confidence.</p>	<p>Review our curriculum to ensure it is constantly appropriate for our cohort.</p>

	<p>Additionally, Year 9 pupils experience a carousel of foundation subjects, structured under four broad themes. This interdisciplinary approach allows pupils to explore topics from diverse perspectives, fostering character development and encouraging the exploration of opinions and attitudes.</p> <p>Our Sixth Form enrichment program prepares pupils for the next stage of their lives. Lessons focus on essential life skills, including time management, goal setting and responsible mobile phone use. Pupils also engage in a specialised PSHCE program, covering topics such as the law, drug abuse, human rights, pornography, resilience, and mental health.</p> <p>We encourage pupils to be self-motivated and take an active role in their development. For example, pupils complete “My Response Is” (MRI) tasks on their work, fostering a dialogue between teachers and pupils or among peers. Pupils are well-practiced in active learning, responding thoughtfully to teacher questioning and respecting one another’s opinions.</p>	
<p>D: How good is our co-curricular provision?</p> <p>“The school and your fantastic team has given our daughter so much in terms of opportunity and support and we are so grateful.”</p> <p>Parent</p> <p>Pupils are encouraged to take their learning beyond the classroom to develop their character, cultural awareness and independence.</p> <p>(SIAMS 2023)</p> <p>Pupils say that there is</p>	<p>Our co-curricular offerings are diverse and extensive, providing pupils with numerous opportunities to explore and develop the skills they need for life. We strive to ensure that all pupils, regardless of their background, can take full advantage of these opportunities by offering additional funding to support those facing financial challenges. We recognize and aim to overcome barriers to participation, ensuring all pupils can fully engage in school life. For example, we offer funding for private music lessons and provide instruments for pupils experiencing financial difficulties, allowing them to fully embrace all that the school has to offer.</p> <p>We organise a variety of day trips throughout the year, such as visits to see <i>Wicked</i> in the West End as part of our literacy programme, as well as Art trips and visits to the Computer Museum. Our residential trips and excursions are similarly broad and enriching, with cultural destinations including The Netherlands, China, France, Germany, Spain, Italy, and Iceland. Additionally, we offer multiple ski trips each year. Pupils also participate in a wide range of activities, such as choir events, mathematics challenges, and the Tall Ships Challenge. The Duke of Edinburgh Award is available to pupils in Year 9 and Year 10, and it is an opportunity many embrace. We have a strong uptake of both the Bronze and Silver awards, with pupils demonstrating initiative, developing new skills, and overcoming challenges.</p> <p>We ensure that all pupils have access to a broad array of educational experiences, including conferences and university trips. Disadvantaged pupils are fully funded to attend these educational excursions, ensuring they can enjoy the enriching experiences that are integral to their development. These trips provide pupils with invaluable opportunities to grow their character and create lasting memories.</p>	<p>Ensure the website is up to date so pupils and parents can see easily what is on offer</p> <p>Student feedback</p>

<p>'something for everyone'.</p> <p>(Ofsted 2023)</p> <p>"I would like to take this opportunity to thank you and your team of teachers and support, admin workforce, for making the last term safe and enjoyable for children. New challenges lay ahead, no doubt, but as a parent I feel optimistic and confident going into the new year. It was wonderful to watch the Christmas concert on line, the whole family enjoyed it very much! Thank you once again."</p> <p>Parent</p>	<p>Our after-school programme is diverse, with a particular emphasis on sports. We offer a comprehensive range of activities, including football, basketball, netball, athletics, rugby, cross-country, and dance. Beyond competitive sports, pupils also engage in non-competitive events like gym performances, art exhibitions, fitness activities, and music concerts. Departments run various clubs throughout the year, such as the Programming Club, MFL Film Club, Crochet Club, Good Samaritan Club, Eco Committee, Christian Union, Sewing Club, Geography Film Club, Science Club, and more.</p> <p>Our pupils are actively involved in the wider community, attending webinars on topics like Cybersecurity and participating in competitions such as Poetry by Heart and Design Ventura. For two consecutive years, our school won the Design Ventura competition, a remarkable achievement, as over 160,000 students participated. We are the only school that has won it twice. We also reached the local finals for the Magistrates Mock Trial, providing valuable real-world experience for our students.</p> <p>We take student feedback seriously, such as a request for a chess club, which has since expanded into a general board games club. We also offer special activity days throughout the year, further enriching pupils' experiences. One example is the TEFL course for Year 12 students, which helps pupils develop valuable skills, boost their confidence, and enhance their employability prospects.</p> <p>We celebrate successes at all levels, both formally and informally. Formal events such as achievement assemblies, the spring concert, dance performances, celebration evenings, and rock concerts highlight pupil achievements. Award ceremonies for the Duke of Edinburgh and sports accolades also recognize outstanding accomplishments. In addition to these formal celebrations, we make a point of informally acknowledging daily successes, ensuring that pupils who excel in various areas are celebrated by staff and peers alike.</p>	
<p>E: How well do we promote the value of volunteering and service to others?</p>	<p>Our vision, inspired by the message "Go and do likewise," drives our commitment to helping others. Our charitable work is diverse, and our students play an active and leading role in it. Pupils frequently contribute ideas and suggestions on how they can support each other and the wider community. The School Council plays a pivotal role in selecting our charities and shaping how we offer support. They are</p>	<p>Look at further ways in which we can volunteer in</p>

<p>“I have improved my time management skills and creativity while immersing myself in a multitude of cultures.”</p> <p>Year 10 Duke of Edinburgh participant</p>	<p>passionate advocates for equality and service, leading many initiatives and helping to raise awareness of important causes. Advocacy is central to the School Council's mission, as pupils actively champion issues they care deeply about.</p> <p>This year, our pupils have organised donations for food banks, collected clothing for the homeless, baked brownies, written Christmas cards, and performed carols at a local Residential Retirement Home. They have also hosted cake and hot chocolate sales to raise funds for chosen charities, in partnership with the School Council or advocacy groups. These groups have also contributed to a local charity by providing a Christmas tree and donations for the homeless. Our students share their commitment to these causes through Themes of the Week and assemblies, inspiring the whole school community to get involved.</p> <p>The Duke of Edinburgh Award offers pupils outstanding opportunities to volunteer and serve others. Many have used this as a chance to not only enjoy the experience but also develop new skills. For example, a Year 10 pupil volunteered as an assistant at an athletics club and continues this role, showing their ongoing commitment to service.</p> <p>Additionally, many of our students provide valuable support through mentoring. Whether as reading mentors, academic mentors, or pastoral mentors, they help their peers navigate their school life and beyond. This peer-to-peer support fosters a strong sense of community and encourages pupils to give back in meaningful ways.</p>	<p>the school/community to Go and Do Likewise</p> <p>Consider the introduction of the Archbishop Youth Youth Leader Award</p>
<p>F: How do we ensure that all our pupils benefit equally from what we offer?</p> <p>Extensive specialist training enhances teachers’ skills in ensuring the needs of pupils with specific needs are appropriately met. This is strengthened by wide-ranging support by highly trained</p>	<p>Equality is one of our core values, and we are fully committed to addressing social disadvantage to ensure that all pupils, regardless of their background, have the same opportunities to excel academically and build social capital. We believe that every student deserves the best education we can offer. Our provision is personalised to meet the diverse needs of individual learners, including those who face barriers in accessing the full curriculum, those with emotional or behavioural needs, and those with high aspirations and abilities. By prioritizing the welfare of all individuals—students and staff alike—we work to achieve this goal.</p> <p>As previously mentioned, we offer pupils a wide range of opportunities to develop essential life skills. To ensure that all pupils can fully engage in these experiences, we provide additional funding for vulnerable pupils, allowing them to take part in all aspects of school life. We recognize the barriers that some pupils</p>	<p>Continue to mentor individuals to support their well-being. Mentoring process to include conversations regarding co-curricular.</p>

specialist staff in areas such as dyslexia, sensory and physical support or counselling. Such a comprehensive and inclusive approach ensures that pupils with SEND flourish at The Piggott.

SIAMS 2023

“The unrelenting commitment to support every student to achieve his/her very best and the high- quality of support offered to those from disadvantaged backgrounds.”

SSAT Moderator Feedback

face and actively work to dismantle them. For instance, we fund private music lessons and provide instruments to pupils experiencing financial difficulties, ensuring that they can embrace all opportunities that the school offers. Additionally, the GCSE option choices made by disadvantaged students closely align with those of their non-disadvantaged peers, reflecting our commitment to equity.

Throughout the school year, we provide a variety of scheduled activities that foster awareness of diversity and mental health. We are not afraid to address sensitive topics and, in doing so, encourage pupils to approach these discussions with maturity and thoughtfulness. For example, our Themes of the Week cover a wide range of important issues, including Anti-Slavery, Human Rights, Stress Awareness, LGBT+ rights, and the Holocaust. Our PSHCE curriculum is robust and delivered by a team of expert teachers to ensure that provision is structured and of the highest quality. The curriculum addresses topics such as emotional literacy, global citizenship, resilience, anger management, love and relationships, growth mindset, personal development, mental toughness, employment skills, and racism.

We also collaborate with external organizations when it is in the best interests of our pupils. For example, we partner with BRIYM (Building Resilience in Young Minds) to provide mentoring sessions for our most vulnerable students. We invite external speakers, such as the organization ‘Just Like Us,’ to raise awareness of relevant topics, and we run theatre workshops and cultural celebrations, such as Chinese New Year, to enrich the pupils’ learning experiences.

Staff are regularly made aware of the challenges associated with mental health conditions. We organise several INSET sessions throughout the year to further deepen staff understanding of these issues. Some staff members are trained as Mental Health First Aiders and share their expertise with colleagues. Additionally, we place a strong emphasis on staff well-being, providing education on how to care for one’s own mental health and build resilience. As a member of the National College, staff have access to a wide range of Continuing Professional Development (CPD) resources, empowering them to further their knowledge and support their professional growth.

Further/ongoing discussions with pupils via pupil voice for their feedback.