

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Patterdale Church of England Primary School

Vision

'Lifting our eyes to the hills', we are a happy school filled with love for our place and all people. We recognise and nurture the uniqueness of everyone. A loving family in a unique environment.

Patterdale Church of England Primary 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.

Strengths

- The shared Christian vision, built on a foundation of love, care, compassion and support, enables the flourishing of adults and pupils.
- As a direct result of the vision, loving relationships permeate throughout Patterdale. Older pupils actively care for the younger members of the school, modelling kindness and how to treat each other well.
- Collective worship is passionately led, creating a valued time for pupils and adults to come together as one loving community. It is joyful and provides meaningful moments of reflection enhancing the spiritual development of pupils and staff.
- Staff create a nurturing environment where pupils are known and loved for the unique individuals they are. The wellbeing of pupils and adults is enriched because it is a priority for leaders.
- The religious education (RE) curriculum is effective as it is carefully balanced and sequenced. RE Lessons enhance pupils' knowledge and understanding of a range of world faiths, including Christianity.

Development Points

- Strengthen the rigour of systems for monitoring and evaluating RE by leaders including governors. This is to extend the way this impacts on the effectiveness of RE.
- Develop and embed the current assessment system for RE. This is to enhance the way pupils can understand their next steps in learning.



Inspection Findings

Patterdale Church of England School is at the heart of the community. Committed leaders are dedicated in their drive to enable pupils and adults to flourish. The Christian vision is expressed through a set of associated values which are central to the ethos of the school. These extend beyond the school into the local community, creating a distinctly supportive environment. Leaders ensure that the Christian vision is lived out through the nurturing nature and inclusivity of pupils and staff, including those with special educational needs and /or disabilities (SEND). The active collaboration of pupils and adults in developing the Christian vision ensures its relevance in the school community. The loving and supportive environment in the school means that pupils, staff, governors and families feel deeply cared for. Governors actively support the Christian vision of the school.

Pupils are enthusiastic and have a passion for learning. The curriculum is well-planned and sequenced ensuring it meets the needs of pupils. The Christian vision clearly shapes the curriculum and is tailored to the context of the school. Leaders have a clear understanding of spirituality, ensuring spiritual development is thoughtfully planned as an intrinsic part of the curriculum. Outdoor learning in the school's forest school is particularly valued and offers opportunities for spiritual development. The curriculum is carefully adapted to meet the needs of pupils including those with SEND and those who are vulnerable. Extra-curricular activities support the school's Christian vision offering a range of opportunities which enhance pupils' love of learning. The breadth of the experiences within and beyond, the curriculum enables pupils to flourish.

Time for the whole school to gather for daily collective worship is cherished by adults and pupils. Worship is an integral part of school life. It provides valued moments for prayer, reflection and singing, which contribute to spiritual flourishing. The school has a strong relationship with St. Patrick's church with collective worship taking place there on a weekly basis. Pupils and clergy lead acts of worship. The impact of this partnership extends opportunities for spiritual flourishing in developing pupils' knowledge of the different ways people worship. Effective partnerships with Northern Inter Schools Christian Union (NISCU) support the delivery of the RE curriculum and collective worship. Pupils value the impact of the work they had done with NISCU particularly in developing prayers which enrich their collective worship. Pupils and adults understand the meaning of spirituality. They appreciate moments to reflect and pray which are enriched by spending time in nature. The school uses the 'windows, mirrors and doors' analogy as a way of engaging spirituality. This enables pupils and adults to look out into the world, reflect and 'go and do likewise'. Therefore, it enhances the way in which they can express the impact of opportunities for spiritual development on them.

Patterdale's vision leads to the school being a loving community where pupils and adults thrive. The work of leaders embodies the words of the vision in the way they live out a profound sense of care towards others. The school's policies and practices create a culture in which people's wellbeing is enhanced. Staff training in mental health enables leaders to ensure that good mental health is central to the school's work. Leaders give supportive pastoral care and are willing to do all they can to help. This creates a culture of inclusivity which ensures that the needs of pupils, including those with SEND are met. Pupils encourage, support and care for each other which gives a strong sense of belonging to the school family. Carefully considered decisions made by leaders reduce staff workload, supporting their mental health. Consequently, staff feel valued and cared for.

The school's Christian vision prepares the way for pupils to understand justice and responsibility. Pupils know what it means to be a good friend and how their school values help them with their companions. They understand about everyone being unique and how their actions can affect others. Pupils are encouraged to think about issues of



justice. Pupils' letters to children in a Ukrainian Kindergarten demonstrate their empathy and care for others. They are aware of local and national charities and how they can help others in their own community and beyond. Pupils understand the importance of ethical decisions and the impact of their personal choices and actions. The uniqueness of the school's geographical location teaches the pupils the importance of the considerations of climate change. Pupils value their visits to an organic farm where they learn about the importance of organic farming. This links back to the shared Christian vision inspiring pupils' sense of personal responsibility.

RE is taught well and teachers ensure lessons provide appropriate challenge from pupils' various starting points. Learning shows a breadth of study, with opportunities to learn about a range of religious and non-religious worldviews. Pupils demonstrate a good grasp of Christianity and recognise this as a living world faith. They have a good biblical understanding and are able to relate their school values to Bible stories. Monitoring and assessment procedures are less developed. Therefore, pupils cannot always tell how well they are progressing in RE or how to improve their work. The monitoring of the subject by leaders, including Governors is not yet embedded, limiting its impact.

The RE curriculum is effective. Leaders ensure that RE is a high priority within this Church school. The curriculum is ambitious, well-sequenced, relevant and diverse. It builds on prior learning of knowledge, skills and concepts. The curriculum is well-resourced, and the diocese enhances staff confidence through continuing professional development. RE is well-led with carefully planned, engaging activities woven throughout the curriculum to make learning memorable. Where possible, the school facilitates trips and visits which enhance the curriculum and pupils' understanding of a range of world religions. Staff are well-supported through RE training provided by the diocese.

Information

Address	Patterdale, Penrith, CA11 0NL		
Date	28 January 2025	URN	112326
Type of school	Voluntary aided	No. of pupils	25
Diocese/District	Carlisle		
Headteacher	Nicky Steels		
Chair of Governors	Andrew Callaway		
Inspector	Wendy Kendall		