

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Calthwaite Church of England School

Vision

Cultivate - Inspire - Flourish

In our distinctly rural setting, we prepare all of our school family for fruitful lives by cultivating the soil ready to inspire growth. Ultimately, leading to a successful harvest of flourishing individuals.

Our vision takes inspiration from the Parable of the Sower (Matthew 13:1-23) where Jesus helps us learn that the smallest seeds have inspirations for great potential and growth when they are given a rich and nourishing environment to thrive in. We celebrate everyone's uniqueness and enjoy blossoming together in our joyful, respectful and compassionate school community.

Calthwaite Church of England 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 Christian vision is well articulated and deeply embedded. It cultivates a community of belonging and aspiration, enabling pupils and staff to thrive 'in good soil'.
- The curriculum is ambitiously shaped by the Christian vision. The breadth of opportunities to discover and develop their talents contribute significantly to the flourishing of pupils.
- Guided by the Christian vision, there is a strong culture of care and inclusion. Consequently, this is a school where pupils and staff feel loved and supported, as a result, they 'blossom together'.
- Effective links with the local church and Christian organisations enrich worship, curriculum and community life. This strengthens pupils' understanding of faith lived out in practice.
- Collective worship is highly valued by pupils and staff. It provides inclusive, inspiring experiences that enhance spiritual understanding and reflection.

Development Points

- Refine governors' evaluation of the Christian vision's impact. This is so that evidence of impact informs strategic planning and the development of this as a Church school.
- Review the religious education (RE) curriculum with the aim of widening pupils' understanding of a range of religions and worldviews.



Inspection Findings

Vision and Leadership

The Christian vision of Calthwaite is more than just a set of words. It is the lens through which the life and work of the school is viewed. It informs decision making, shapes the curriculum and enables positive relationships. Pupils and staff regularly cite the Parable of the Sower as a source of inspiration. They see the school as the good soil in which everyone can succeed. This leads to a culture of ambition for all and a focus on personal growth in its broadest sense. Governors are fully committed to preserving and developing the school's Christian foundation. Many are actively engaged in daily life at Calthwaite. They regularly monitor provision and practice, including RE. However, they do not consistently evaluate the impact of the school's Christian vision and provision. As a result, they are less secure about the school's next steps as a Church school.

Vision and Curriculum

Driven by their vision, leaders have cultivated an ambitious curriculum that stimulates enthusiasm for learning and ignites curiosity. Many visits, such as to cities, castles and farms, together with extracurricular clubs and sporting events, are thoughtfully planned. These broaden pupils' experiences, build their confidence and help them to identify and develop their strengths. This supports their enjoyment of activities that foster personal development. They attend well, reflecting the strong sense of belonging and positive relationships across the school. Through collaborative work with the diocese, the school has developed a shared understanding of spirituality. This is enriched by the way that staff creatively seek out opportunities to widen pupils' spiritual experiences. For example, the grounds are used by pupils for spiritual reflection, such as forest sessions or quietly observing animal and plant life in the pond. They understand that these reflective moments contribute significantly to their own personal growth. Pupils, including those who are disadvantaged and those who have special educational needs and/or disabilities, are championed by staff. Leaders and staff work tirelessly to ensure that pupils, irrespective of background or need, have opportunities to thrive. This means that they are fully included in the life of the school. Planned activities, such as wheelchair basketball, are used to demonstrate that success can be achieved by all. Families are listened to, and positive relationships with school staff help overcome barriers to learning. Pupils flourish as a result.

Religious Education

RE is strongly led with passion and commitment. The subject has a high profile and is given appropriate time and priority. The curriculum is thoughtfully sequenced and designed to provoke thought, allow debate and inspire curiosity. Learning is enriched through visits to places of worship, including the local church, a synagogue and a mosque. Leaders ensure that the curriculum provides opportunities for pupils to hear first-hand about beliefs and practices. Therefore, they recognise the importance of RE and its relevance to their lives and the wider world. Staff engage in a range of training opportunities, including those provided by the diocese. This has improved staff confidence and their understanding of curriculum content.

RE lessons are closely monitored by leaders, who offer additional guidance when needed. This constructive support for staff from school leaders demonstrates the school's Christian vision of ambition for all. As a result, RE teaching is effective in enabling pupils to engage and make progress. Assessment information is used consistently and increasingly guides staff in adapting their teaching to meet pupils' needs. Due to its central focus, pupils develop a strong knowledge of Christianity as a global faith. They can describe the difference between worship practices locally and globally. Pupils critically engage with text from the Bible and benefit from planned encounters with local Christians. This further strengthens their understanding of the diverse ways that Christians worship or live out their beliefs. However, recall and retention of knowledge of a wider range of religions and worldviews is less secure.



Worship and Spirituality

Collective worship is joyful and enables spiritual flourishing. Leaders ensure that it follows a consistent approach and is led by different adults across a range of indoor and outdoor settings. This breadth of experience enables pupils to engage in different and meaningful ways, enriching the impact of worship on them. It is a time when pupils and staff explore the vision through Christian values, the Bible and everyday events. Lively song, moments of stillness and stimulating questions enable pupils and staff to pause and think. Detailed reflection journals and classroom spaces capture the deep reflections of pupils and adults, enhancing their spiritual development. The weekly worship huddle recognises those who have demonstrated the vision and values. Therefore, pupils are clear about the link between words and action. One pupil shared that worship 'helps you to make the right choices'. Fruitful relationships with All Saints Church and other local Christian organisations significantly benefit the school community. For example, input from the Northern Inter Schools Christian Union helps pupils and adults to explore how faith is lived out in practice. Major Christian festivals are celebrated at the local church and are a time when the village community come together. The school has worked thoughtfully to develop worship which is regularly monitored by leaders, including governors. However, the evaluation of the impact of worship on pupils and adults' spiritual development is limited.

Vision and School Culture

Loving relationships permeate throughout this school. School leaders model compassion in their daily interactions. In turn, through listening and kindness, staff enable pupils to know that they matter. The vision inspires a calm and purposeful atmosphere where pupils demonstrate a warmth of welcome and friendliness to those that they encounter. Breaktimes are happy occasions where older and younger pupils play and look after one another. This reflects the strong culture of care demonstrated in practice by adults. Staff form a strong team both professionally and pastorally, feeling trusted and supported by leaders who are sensitive to their wellbeing and workload. Mental health and wellbeing are given a high priority. As a result, pupils benefit from teaching about how to understand their emotions. In addition, staff help them to develop strategies for managing their behaviour and relationships, supporting them to respond calmly and make appropriate choices. Aware of the school's context, leaders carefully adapt the curriculum to broaden pupils' understanding of diversity. For example, pupils work annually with the Anne Frank Trust to understand and celebrate difference. Consequently, they are aware of prejudice and have a clear understanding of the actions needed to address this. Special days are organised to ensure that cultures within the community are represented, for example, by celebrating the Chinese New Year. Pupils speak passionately about the need to have respect for all.

Vision, Justice and Responsibility

The Christian vision shapes a well-established commitment to justice and responsibility, evident in the school's outward-looking approach. The curriculum and worship enable pupils to explore issues around justice. As a result, they understand what is right and fair and reflect on how to make a difference. As a child stated, 'The world would be a better place if everyone forgave each other more'. Worship themes inspire pupils. For example, worship has directly fostered the school's positive partnership with Kapumpe Christian Primary School in Zambia. This, and other opportunities, strengthen pupils' leadership skills together with their understanding of justice and the impact that they can make. Play and worship leaders, together with members of the school council, represent the pupil body with confidence. Pupils build on their learning experiences and take practical action. For example, learning about loneliness and isolation within their village leads them to organise a regular community café. Pupils talk proudly about the actions that they take to raise money for charities and support organisations within their community and beyond. These actions nurture empathy and strengthen pupils' sense of responsibility. With trusted adults by their side, they grow into reflective young people committed to a kinder world.

Information

Address	Calthwaite, Penrith, CA11 9QT		
Date	7 May 2026	URN	112301
Type of school	Voluntary aided	No. of pupils	69
Diocese	Carlisle		
Headteacher	Jonathan Harvey		
Chair of Governors	Ruth Evans		
Inspector	Darren Dudman		