

Patterdale CofE Primary School

Address: Patterdale, Penrith, Cumbria, CA11 0NL

Unique reference number (URN): 112326

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have established a culture of positive attendance. As a result, pupils' attendance rates are above national averages. Systems are in place to carefully track attendance and support families with any issues that prevent pupils from being in school. Pupils want to attend because they enjoy their learning and spending time with their friends. Typically, pupils are not persistently absent.

Pupils rise to the high expectations that leaders have of their behaviour. The learning environment is calm and purposeful. Pupils are polite and considerate of others. They genuinely care for each other. They make sure that everyone is included and will instinctively adapt games to support each other. Older pupils are excellent role models for younger ones. On the rare occasion conflicts arise, pupils typically find solutions themselves or ask trusted adults to help them. Bullying and unkind behaviour are dealt with swiftly. Pupils play imaginatively and enjoy exploring the natural environment together. They enjoy their learning and generally engage well with activities. Pupils are proud to be part of the school and value their time there.

Personal development and wellbeing

Strong standard ●

Leaders have designed a highly effective programme to promote pupils' personal development. Pupils learn how to keep safe, healthy and to look after their own wellbeing. Pupils speak knowledgeably about healthy relationships and keeping safe online. Leaders teach pupils how to swim safely in the local lakes through wild water swimming lessons. They work closely with mountain rescue and the fire service so that pupils understand local dangers. Young pupils are taught to assess risk and play independently, such as climbing trees and enjoying the woodland area.

Pupils have a deep understanding of fundamental British values. They are respectful to one another and value diversity. They know how people of different faiths and cultures can live well together. Pupils feel empowered to make a positive difference to the community, such as through intergenerational lunches and events with a local rambling group. Pupils are well equipped to make a meaningful contribution to life in modern Britain.

Leaders enrich the curriculum by providing an extensive programme of wider opportunities. These provide experiences beyond the rural environment where the school is located. Activities include city tours, theatre trips and ice skating. Pupils benefit from residential visits to outdoor activity centres, where they build resilience and independence. Visitors to school, such as opera singers, science and engineering ambassadors and children's authors, inspire pupils to consider future careers.

Pupil voice is encouraged through leadership opportunities in the school. Pupils benefit from after-school activities such as craft and sports clubs. They organise play activities in their house teams.

When needed, pupils receive support to manage their emotions and for their wellbeing.

Excellent pastoral support underpins this work. Staff know pupils well, offer consistent care and provide additional help quickly when needed.

Expected standard

Inclusion

Expected standard 

Leaders have high expectations for all pupils, irrespective of any vulnerabilities they may have. Leaders have clear systems to identify pupils' learning, social and emotional needs. They work closely with parents and carers to understand the individual challenges that pupils may face. Leaders use additional funding carefully. They provide appropriate support to reduce the barriers that might stop pupils, including disadvantaged pupils, from thriving. They use specialist advice and guidance to inform their work.

Leaders identify pupils' special educational needs and/or disabilities quickly. They develop individual plans so that gaps in learning can be reduced. Staff are trained well to provide the additional help that pupils may need, such as support with reading fluency. Staff carefully teach pupils with communication and language difficulties the key vocabulary that they need across the curriculum. Before lessons, staff check understanding so that these pupils can access classroom content and work successfully alongside their peers. Leaders set clear targets and carefully monitor pupils' progress towards their goals.

Leadership and governance

Expected standard 

New leaders have established positive links with families, the wider community and other local schools. Leaders and governors have an accurate understanding of the unique context of the school and the needs of the pupils. They accurately identify areas for improvement and understand the impact that these have on the pupils. For example, the investment in computing resources has led to pupils using equipment confidently. This supports learning across the curriculum, such as mathematical, spelling and reading activities.

Governors fulfil their statutory duties effectively. They regularly attend training and visit school often. This provides them with the information that they need to provide school leaders with appropriate challenge and support. Governors consider staff's workload and wellbeing.

Staff's professional development is prioritised. This is beginning to have an impact on improving academic outcomes for pupils. Leaders work in close partnership with the local authority and the diocese. Participation in projects has led to sustained improvement. For instance, the transition project helps pupils with their transition to secondary school.

Parents and carers value the education that their children receive at the school and the opportunities that leaders provide. They appreciate being part of the school.

Needs attention ●

Achievement

Needs attention ●

Some pupils do not achieve as well as they could. Expectations of what pupils can achieve are not as ambitious as they should be. This is demonstrated in national test outcomes and in the pupils' work. Some pupils find it difficult to recall what they have learned in some subjects.

Some pupils do not learn to read or write quickly enough. Nevertheless, in many lessons, work is adapted so that pupils can learn the curriculum that leaders have designed. This reduces gaps in knowledge and makes sure that all pupils are included in lessons. Some pupils benefit from additional support when they need it. However, their progress across the curriculum is inconsistent. Some staff do not address mistakes quickly enough. Pupils are not given enough opportunities to write across the curriculum. This limits the progress that they make.

Curriculum and teaching

Needs attention ●

Leaders have designed a well-organised, ambitious curriculum that enables pupils to build their knowledge progressively in each subject. However, there are inconsistencies in the way that this curriculum is taught. Staff do not prioritise the teaching of basic skills in writing. They do not routinely check that pupils are holding their pencil correctly or forming letters accurately. This hinders pupils in writing clearly. In addition, teachers do not provide enough opportunities for pupils to write across the curriculum.

Phonics is not taught consistently well. Reading books often do not match the sounds that pupils are learning. Gaps in reading knowledge are not identified or addressed as well as they should be. In contrast, teachers ensure that mathematics is taught well.

Within lessons, some teachers make changes to activities when needed. This helps pupils who find learning difficult, especially those with special educational needs and/or disabilities, to access classroom learning. Generally, teachers take the large age range in each class into account when designing learning activities.

What it's like to be a pupil at this school

Pupils have a strong sense of belonging at this small school. Staff genuinely care for each child. They quickly build relationships that help pupils to feel safe and valued as unique individuals. Pupils are warmly greeted each morning before starting the day with a lively physical activity.

Pupils behave very well. They play together harmoniously. Older pupils are positive role models for their younger peers. Bullying is rare, and leaders deal with any instances swiftly.

Pupils enjoy learning and want to achieve well. In class, they typically focus on their activities, and they are proud of the work that they produce. However, pupils do not always

achieve as well as they could. This is because of inconsistencies in teaching. Leaders do not prioritise basic skills, so some pupils find it tricky to form letters correctly. Pupils do not develop a clear and fluent written style quickly enough. They have limited opportunities to write in some subjects. Teachers do not routinely address misconceptions.

Pupils attend school regularly because of the positive culture that leaders have established. They are given a rich variety of experiences to broaden the curriculum and prepare them for life beyond the school. These include opportunities that take advantage of the unique location of the school. For example, pupils go bouldering, canoeing and hiking. They enhance their learning of the environment through growing projects with local farms. Pupils decide some of the extra-curricular activities that leaders arrange, such as film club and yoga. They take great care of their school hens, Squidge and Puff.

Next steps

- Leaders should develop the expertise of staff in teaching early writing skills so that pupils have secure foundations to write accurately in English and across the curriculum.
 - Leaders should ensure that phonics is taught consistently well so that all pupils are able to read fluently.
 - Leaders should ensure that teaching across all subjects consistently enables pupils to build on their prior learning and deepen knowledge and understanding.
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About this inspection

The chair of the board of governors in this school is Rev Andrew Callaway.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Although the school is registered to have children in the early years, at the time of the inspection, there were few children on roll in this phase. As such, the inspectors did not give a grade and report on the provision to avoid identifying individual children.

Inspectors spoke with the headteacher and other school leaders during the inspection. Inspectors also spoke with representatives of the governing body, the local authority and the diocese.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection of the school was in January 2025.

The school currently uses no alternative provision.

Lead inspector:

Kathryn Pym, His Majesty's Inspector

Team inspector:

Anna Carroll, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 2 June 2026

School and pupil context

Total pupils

28

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

42

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

4.00%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.29%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	61%	Below
2024/25 (final)	S	62%	S
2023/24 (final)	33%	61%	Below
2022/23 (final)	88%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	S	75%	S
2023/24 (final)	83%	74%	Above
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (final)	S	72%	S
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	88%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	73%	Below
2024/25 (final)	S	74%	S
2023/24 (final)	50%	73%	Below
2022/23 (final)	88%	73%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	
2023/24		46%	
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24		62%	
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25		59%	
2023/24		58%	
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25		61%	
2023/24		59%	
2022/23 (final)	S	59%	S

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Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25		69%	
2023/24		67%	
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		80%	
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25		78%	
2023/24		78%	
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		79%	
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	3.2%	5.5%	Below
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.3%	13.0%	Below
2023/24 (3 term)	3.6%	14.6%	Below
2022/23 (3 term)	18.2%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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