

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

### The Pathfinder Church of England Primary School

#### Vision

The Roots to Grow, The Path to Follow, The Wings to Fly  
'For nothing will be impossible with God' (Luke 1:37)

The Pathfinder 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.

#### Notable Strengths

- The school's Christian vision and values are clearly articulated by the school community. They are the driving force, permeating all aspects of school life so that pupils and adults flourish.
- Relationships across the school are supportive, enabling pupils and adults to live together well. The approach to behaviour means that all are encouraged to act with kindness and respect.
- The school is at the heart of the community, working closely with the local church. Leaders understand the diversity of their neighbourhood and are effective in extending a warm welcome.
- Collective worship is driven by the school vision and values and is appreciated by those present. It is referred to as the 'heartbeat of the school' and contributes significantly to the spiritual growth of pupils and adults.
- Religious education (RE) lessons are a safe space for pupils to explore a variety of beliefs and worldviews. They have a good understanding of the diversity of Christianity and different world faiths.

#### Development Points

- Develop a shared understanding of spirituality for staff, governors, parents and pupils. This is so that spiritual opportunities are planned across the curriculum to support pupils' spiritual growth.
- Embed recent developments in approaches to RE. This is to enable pupils to deepen their understanding through exploring beliefs, ways of thinking and ways of living.



## Inspection Findings

### Vision and Leadership

The Pathfinder Church of England Primary School is welcoming and nurturing. The Christian vision, rooted in the Gospel according to Luke, is lived and breathed by the school community and clearly articulated. The vision and values are promoted by leaders and underpin its work, enabling pupils and adults to flourish. They align closely with that of the multi-academy trust (MAT). This enables partnership work to be focused on shared Christian values. As the local population has grown, there has been a focus on ensuring that the vision reflects the community the school serves. The Christian values support the vision and are pertinent to the diversity of the local community. Parents of other world faiths appreciate that the values have similar themes that resonate with their own beliefs. Through the vision, it is instilled in pupils that they can achieve anything. There are opportunities to think about the values and vision throughout the school day. As a result, pupils show respect, perseverance and wisdom. Governors use the vision to consider priorities for improvement and to support leaders. They ensure that the vision and values are at the forefront of decision making. The vision impacts on the daily life of the school. It encourages pupils and adults to aspire to be the best they can be.

### Worship and Spirituality

Collective worship at The Pathfinder School offers a welcome for everyone, not just those of faith. Leaders plan collective worship so that it is an expression of the school's vision and values. These are at the heart of worship. Shared greetings and responses, rooted in Christianity, help to bring a sense of togetherness and community. Worship offers a time of stillness and an occasion to join in prayer for those who wish to. It is not only the opportunity to reflect on Bible stories, but also to explore relevant issues in the world. This gives pupils the chance to ponder and grow their understanding of the world around them. Worship is a starting point for developing spiritual thought. This time is valued by adults and pupils and is a springboard for a positive start to each day. It gives staff and pupils time to 'take a breath' and to reflect. Singing is uplifting and is seen as an expression of joy, illustrating another way in which the community comes together. Church leaders regularly lead worship, cementing this highly-valued partnership. The pupil 'worship gang' is also supported by local clergy. This group take a lead in worship and help to shape it through contributing to drama and prayers.

### Vision and Curriculum

The school curriculum is broad and knowledge rich. It is reviewed and adapted in line with the school vision and values and responds to the needs of the pupils. As a result, pupils considered vulnerable or who have special educational needs and/or disabilities are well supported and thrive. For example, although developing vocabulary focused on pupils who require additional help, it was extended to benefit pupils across the school. Spirituality is evident in actions around the school. However, there is not a shared understanding of what spirituality means beyond belief. Likewise, occasions for spiritual development are not always identified in the curriculum. Effective links are made between RE and other subjects. For example, learning about different world faiths is reflected in the art curriculum, which enriches learning. A variety of extra-curricular activities enhance opportunities for pupils to develop a range of skills.

### Religious Education

RE is prioritised within the school as a core subject. The newly-revised curriculum is well resourced, engaging and encourages reflection. Pupils are aware of diversity within Christianity and other world faiths. However opportunities to explore belief, ways of thinking and ways of living are in the early stages. Therefore, currently the impact of this approach is limited. Professional development for teachers ensures confidence in delivering the curriculum. Pupils affirm that RE is a safe space to discuss differing views. They recognise that they learn about different faiths and worldviews so that they can respect and understand the beliefs of others.



Pupils have a good understanding of their learning in RE and make good progress. Assessment has been reviewed to ensure it informs future teaching and learning. This enables staff to tailor their teaching to meet the needs of pupils.

#### Vision and School Culture

Pupils enjoy attending the Pathfinder School because they are known as individuals and treated with respect. They talk confidently about how the values help them to be the best they can be. As a result, they are caring and respectful. The 'every face has a space' display is indicative of the desire that everyone should feel welcomed and included. There is a strong sense of care shown to all and parents have confidence in the school. The school behaviour policy, the 'Pathfinder Way', reflects the school vision and values, promoting good relationships and behaviour. There is a focus on restorative justice and an understanding of emotions through zones of regulation. 'Rooted stations' provide calming, spiritual activities. Work on recognising reasons for behaviour ensures there is a safe, caring environment. Staff value that care is shown towards them and express that they feel supported at times of need. There is a commitment to good mental health and wellbeing. This is demonstrated in the additional support families receive in difficult times. Through the 'Difference Project', pupils are given the opportunity to consider diversity. It also allows them to reflect on making positive changes in the world. Differences in religion, heritage and background are embraced. Hence, they express the importance of acceptance, leading to a culture where people are treated well.

#### Vision, Justice and Responsibility

Driven by the vision, the school is committed to promoting a culture of justice and responsibility. Therefore, leaders expect everyone to act with respect, perseverance and wisdom. The school leadership collaborates with the MAT and the local church to provide pupils with different opportunities. These include shared activities such as the local Act of Remembrance that impact on their lives and the lives of others. Pupils articulate justice and responsibility explaining there can be consequences or rewards depending on the choices you make. There are opportunities for pupils to take on leadership roles such as through the school council, worship gang and play leaders. Through active involvement in fundraising initiatives, pupils vote annually for a school charity to support. They learn the importance of social responsibility through collaborative actions. For instance, pupils worked alongside adults to produce a playground code of conduct, to enrich lunchtime experiences for their friends. Additionally, they learn about issues affecting the world through a weekly news resource.

## Information

Address	Pathfinder Northstowe, Pathfinder Way, Northstowe, Cambridgeshire, CB24 1AA		
Date	13 November 2025	URN	147434
Type of school	Academy	No. of pupils	464
Diocese	Ely		
MAT	The Diocese of Ely Multi-Academy Trust		
MAT Chair	Adrian Ball		
Headteacher	Claire Eskelson		
Chair of Governors	Gemma Albus		
Inspector	Megan Davis		