

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Montreal Church of England Primary School

Vision

'Love others as well as you love yourself' (Matthew 22:39) is at the heart of our school.

We thrive on hope, mutual respect, and the love of our friends in the school community and beyond. Our community is at the heart of our school; we value all individuals and celebrate our diversity within a safe and welcoming family. Together 'We are Montreal', working together to make a positive impact on our world. We value all individuals and celebrate our diversity within a safe and welcoming family.

Montreal 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 shared Christian vision of 'Love others as well as you love yourself' (Matthew 22:39) is at the heart of the school. Rooted in love, care, compassion and guidance, it enables the flourishing of adults and pupils.
- Collective worship is carefully structured and purposefully led. It provides a valuable space for pupils and adults to unite which creates a caring community. This forms 'the heart of the school'.
- Shaped by the vision, staff foster a nurturing and supportive environment in which pupils build self-confidence and are encouraged to be aspirational.
- Guided by the Bible verse from the book of Matthew, staff wellbeing is made a priority for leaders. Staff work collaboratively, encouraging one another both professionally and personally.
- A well-planned and effectively sequenced religious education curriculum enables pupils to develop knowledge and understanding of a range of world faiths.

Development Points

- Review and extend the RE curriculum. This is to enrich pupils' knowledge of diversity within belief and worldviews.
- Extend and enrich opportunities for pupil engagement within collective worship. This is to develop an inspiring culture of spiritual growth, grounded in the school's Christian foundation.



Inspection Findings

Vision and Leadership

The Christian vision is clearly articulated and sits at the centre of leaders' daily practice at Montreal Church of England School. Shaped through consultation with the wider school community, the vision reflects the active involvement of pupils and adults, ensuring its continued relevance. Leaders demonstrate a strong commitment to enabling all pupils and adults to flourish personally, professionally and academically. The vision is underpinned by a set of well-defined Christian values that are intrinsic to the school's ethos. Leaders, including governors, ensure that the vision is lived out and has a tangible impact on school life. It is inclusive of all pupils, including those with special educational needs and/or disabilities (SEND), as well as adults within the community. Parents affirm that the school's nurturing and supportive environment enables pupils to recognise and develop their individual gifts and interests. As a result of the loving and caring culture, pupils, staff, governors and families feel valued and appreciated. Governors evaluate the impact of the Christian vision through learning walks, for example by observing its influence on pupils' behaviour and attitudes. This ensures the ongoing effectiveness of Montreal School as a church school.

Vision and Curriculum

Pupils demonstrate high levels of enthusiasm and a strong desire to learn. The Christian vision clearly informs the curriculum, which is thoughtfully shaped to reflect the school's specific context. Pupils and staff explain how the vision and values of love, hope, and respect guide their daily actions. The shared phrase 'keep on, keeping on' promotes resilience and perseverance across school life. Pupils particularly value outdoor learning, which provides meaningful opportunities for spiritual growth and deepens their sense of wonder and reflection. Leaders have a secure understanding of spirituality and intentionally plan opportunities for spiritual development across school life. The impact is evident in pupils' and adults' spiritual growth, shown through greater self-awareness and increased empathy in everyday life. The curriculum is carefully adapted to meet the needs of all pupils, including those with SEND and those with additional needs. A rich range of experiences within and beyond the curriculum enables pupils to explore and develop their potential.

Worship and Spirituality

Time set aside for daily collective worship is highly valued by both pupils and adults and is a distinctive and integral part of school life. Carefully planned worship offers regular opportunities for prayer, reflection, and singing. However, opportunities for pupils to actively participate in worship is sometimes limited, which impacts on their spiritual flourishing. Adults appreciate time to be still within worship, viewing it as a meaningful opportunity to reflect on Christian values and consider how these are applied in their everyday lives. A strong partnership with St Leonard's Church enables pupils and adults to celebrate major Christian festivals and explore the diversity of Christian worship. Through these experiences, pupils develop an understanding of spirituality and are encouraged to consider its relevance in their own lives. Pupils and adults engage in spiritual experiences within and beyond collective worship and enjoy the sacred space that the school chapel offers. This deepens empathy, self-awareness, and connection with God and the wider community. The culture of worship and spirituality at the school ensures that the Christian vision is lived out, supporting pupils and adults alike.

Vision and School Culture

Christian vision is transformative in shaping a deeply loving and inclusive community in which pupils and adults are enabled to flourish. Policies and practices are coherently aligned to the vision and create a culture where wellbeing, dignity and mutual respect are actively promoted. Pastoral care is highly effective and responsive, ensuring that the needs of all pupils, including those with SEND, are met with compassion and rigour. Pupils consistently demonstrate care, encouragement and responsibility for one another, resulting in a strong and lived sense of belonging. Older pupils embrace opportunities to serve and support younger pupils, particularly at lunchtime, reflecting the school's Christian values in action. Leaders make purposeful and principled decisions to



reduce staff workload, prioritising mental health and wellbeing. Consequently, staff feel deeply valued, supported and cared for, enabling them to serve with commitment and joy.

Vision, Justice and Responsibility

Together, 'We are Montreal' reflects a shared commitment to justice and responsibility through positive action in the wider world. The school's vision effectively equips pupils with a growing understanding of justice, responsibility and ethical living. Through a well-designed curriculum and the promotion of British values, pupils deepen their understanding of fairness, diversity and respect for difference. Pupils are encouraged to engage with issues of justice and are supported in exploring 'big questions' that foster deep thinking about philosophical and ethical ideas. This enables open and respectful discussion of local, national and global issues, including climate change. Pupils demonstrate a secure understanding of the work of local and national charities and recognise how pupils' actions can make a positive difference within their community and beyond. As a result, pupils show a strong understanding of justice and responsibility through empathy and ethical awareness. As 'planet protectors', pupils challenge environmental injustice through learning about climate issues, recognising unfair impacts, and taking sustainable action locally. For example, through their work with a local bee colony.

Religious Education

Leaders have designed a progressive and carefully planned curriculum. It offers breadth and balance, enabling pupils to explore religious and non-religious worldviews. Christianity is taught as a living world faith through accurate vocabulary and a range of expressions. Some enrichment opportunities, such as 'faith days', allow pupils to engage practically and imaginatively with aspects of faith, deepening both their knowledge and enjoyment of learning. However, pupils have limited opportunities within religious education to engage with people of different faiths, which restricts their understanding of lived belief and practice. Religious education is strongly led, with its clear prominence in the curriculum reflecting and enhancing the school's Christian distinctiveness as a Church school. Leaders provide high-quality training in partnership with the diocese, ensuring that staff are confident in delivering engaging and effective lessons. As a result, pupils are highly motivated, enjoy their learning, and are enabled to reflect thoughtfully on their own beliefs, values and experiences.

Information

Address	Ennerdale Road, Cleator Moor, Cumbria, CA25 5LW		
Date	09 February 2026	URN	132170
Type of school	Voluntary controlled	No. of pupils	107
Diocese	Carlisle		
Headteacher	Lisa Wilson		
Chair of Governors	Kathryn Lee		
Inspector	Wendy Kendall		