

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tarleton Mere Brow Church of England Primary School

Vision

Tarleton Mere Brow is a distinctively inclusive and Christian school, serving the local community. Governors and staff share the ambition that all pupils will succeed and enjoy their time at this school. This is captured well in our motto, 'Let Your Light Shine.' (Matt 5-16) for Jesus, ourselves and others.

Faith is fully embedded into our classrooms. The Gospel values of Love, Joy, Hope, Truth, Trust, Peace, Forgiveness, Creativity and Respect are the golden threads that weave their way through the fabric of our daily lives; providing the foundation for lifelong friendships and a moral compass.

Tarleton Mere Brow 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

- Leaders guide the school purposefully, inspired by a deeply embedded Christian vision to 'let your light shine.' Fully supported by the school community, this drives decision making and supports adults and pupils to be the best version of themselves.
- Motivated by the aspirational vision, leaders' exceptional support for adults and pupils nurtures positive relationships and a deep sense of belonging. Thus, individuals feel empowered to grow and develop their talents.
- Rich and varied, collective worship is at the heart of school life and is deeply valued by pupils and staff. It has a significant impact on pupils, giving them a deep understanding of how biblical teachings can help people make wise choices.
- Together with staff, leaders have developed a powerful, whole-school approach to spiritual development. A range of thoughtful opportunities have been carefully woven into the curriculum to nurture spiritual growth in pupils.
- Motivated by the vision's aims to ensure that pupils succeed, leaders prioritise religious education (RE). High-quality teaching challenges pupils to think deeply about religious and non-religious worldviews. As a result, pupils across the school learn and achieve well.

Development Points

- Further develop pupils' understanding of, and language for, spirituality. This is so that they are able to explore their spiritual responses more deeply within the curriculum.



Inspection Findings

The deeply held Christian vision to 'let your light shine' drives the work of this happy and inclusive Church school. Supporting Christian values are woven throughout daily life. Guided by these values, leaders and staff have high aspirations for pupils and ensure that they are offered many opportunities for enhancement, within and beyond the curriculum. Leaders and staff understand the needs of their pupils very well. Their commitment to fostering individual growth ensures that pupils have a wide range of opportunities to experience success and joy in learning. Pupils are known and cherished by the adults who support them, enabling them to feel a sense of belonging. Through regular monitoring and evaluations, committed governors have a thorough understanding of how well the vision underpins the work of the school. Thus, they support leaders effectively in ensuring that the vision remains central to decision making, enabling pupils and adults to flourish.

Motivated by their aspirational vision, leaders have created a curriculum that fosters curiosity. A variety of rich learning experiences engage pupils and broaden horizons, including for those pupils who are more vulnerable to underachievement. Supportive partnerships, including those with local schools, provide valuable professional development for staff. This enables them to deliver lessons that support pupils to succeed in their learning. Leaders' curriculum choices ensure that learning is meaningful. For example, pupils learn about life in Kenya as a result of links with a school there. This supports pupils' understanding of how life for some children is very different in other parts of the world. Vision-led decisions ensure that pupils access a wide range of curriculum enhancements, including residential, visits, visitors and outdoor learning. These experiences broaden pupils' understanding of, and appreciation for, the world around them. Leaders have planned a variety of opportunities across the curriculum to nurture pupils' spiritual growth. Experiences, for example within the school's outdoor learning spaces, deepen pupils' relationship with the natural environment. Pupils are moved by peacefully listening to birdsong and walking barefoot in the grass. They value the sense of connection to nature and, for some, to God's creation. Pupils are beginning to interpret their thoughts and feelings using a shared understanding of, and language for, spirituality. However, this is not fully embedded.

Pupils and adults benefit from daily collective worship that enriches relationships and supports spiritual development. A variety of lively approaches actively engage pupils and adults, including Bible stories, role play and the exploration of current affairs. Pupils participate eagerly in worship, demonstrating an understanding of the deeper meaning of the values like hope and respect. For example, when asked why, on VE day, people remember soldiers who fought during the war, one pupil reflected thoughtfully that 'without them, people would not be here'. Families value the times that they join the school to worship outdoors. Through coming together in the natural environment, adults and pupils are inspired by nature's beauty and recognise people's responsibility to protect it. Older pupils are active partners in nurturing younger pupils' spiritually by taking responsibility for delivering and experiencing collective worship alongside them. Valued partnerships with local clergy, as well as worshipping with nearby schools, enrich the worship life of the school. Through experiences, such as joint services in the church, pupils and adults appreciate how their vision and values can be lived out in different ways.

A commitment to the vision supports people to be the best 'for Jesus, themselves and others'. This creates a close-knit, deeply valued community. Staff are well supported by leaders, including governors, and wellbeing is a priority. The vicar provides both personal and spiritual sustenance through sensitive counselling, including through times of difficulty. As a result, staff feel comfortable to ask for support when they need it and work closely as a strong team. Committed to enabling every pupil to 'let their light shine', leaders and staff teach pupils how to build positive,



trusting relationships across the school. Time is taken to explore with pupils how they can make good choices and respect one another. When needed, staff give quick and effective emotional support to pupils, including those with special educational needs and/or disabilities (SEND). Through adults' dedication to fostering wellbeing, pupils show loving care to each other within and beyond the school. Thoughtful themes within the curriculum and collective worship prompt pupils to champion diversity and inclusion. For example, the school community is proud of receiving an award for challenging gender stereotyping in sport. Parents and carers value how well adults in school know and care for their children. Staff and families work hard together to ensure that pupils feel safe, happy and nurtured as individuals. Thus, pupils grow and thrive generously together.

Thoughtfully planned experiences within the curriculum teach pupils about the importance of justice. For example, the link with a Kenyan school has taught pupils that life for some children can be difficult and they understand that this is not fair. As a result, pupils take responsibility for making a difference through supporting the school. Leaders' approach to nurturing spirituality inspires people to connect with others, encouraging pupils to take action when they see injustice. They know that they can act courageously, such as standing up for someone who is unfairly treated. Pupils understand that small changes made by many, such as switching off lights to save electricity, can result in significant benefits in helping others and protecting the environment. As one pupil explained, 'If we all do something little, it can become something bigger.'

RE is a priority subject and the curriculum is of high quality. Inspired by the vision, leaders ensure that RE offers rich and varied experiences that engage pupils and help them remember key ideas. For example, younger pupils act out the biblical recount that describes what happened at Pentecost. By using fans to represent the wind and pictures of flames, pupils are able to understand the symbolism behind this key Christian event. The curriculum builds pupils' knowledge and understanding of a range of other religions and worldviews. Through learning about the diversity of religious beliefs and practices, pupils appreciate that people live out their faith in many different ways. Teachers provide pupils with meaningful opportunities to explore their own beliefs, whilst respectfully listening to the views of others. Leaders and governors regularly monitor the curriculum, evaluating its impact and ensuring that RE remains relevant and innovative.

Teachers are confident in teaching RE to a high standard. This is because the school invests in high-quality resources that support teaching, as well as valuable professional development. Fruitful partnerships with the diocese and other local schools enable teachers to access up-to-date, relevant training that effectively supports their teaching. Carefully tailored questioning during lessons enables pupils to explore themes in depth. For example, by investigating how many Muslims practise their belief through pilgrimage, pupils appreciate how faith shapes people's lives. Teachers assess pupils' learning skilfully. This enables them to adapt lessons to offer further support to some, whilst challenging others to think more deeply. Thus, pupils learn well, are proud of their achievements and make significant progress across the school.

Information

Address	The Gravel, Mere Brow, Preston, PR4 6JX		
Date	7 May 2025	URN	119574
Type of school	Voluntary Aided	No. of pupils	73
Diocese	Blackburn		
Headteacher	Sandra Livesey		
Chair of Governors	Colin Pye		
Inspector	Susan Sullivan		