

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Berteline's Church of England Primary School

Vision

As a Church of England School, our Christian vision at St Bert's is to foster a 'love of life' in which all of our children flourish. Like the mustard seed in Matthew 13:31, we want every member of our school community to grow and thrive, recognising and celebrating our own individual uniqueness, whilst also respecting our similarities and differences. We aim to nurture and develop lifelong learners who are inquisitive, passionate and creative. By building self-confidence and self-belief, we promote perseverance and resilience as our children blossom and grow. We inspire our children to learn that incredible things can come from the humblest of beginnings, as Jesus said, faith as small as a mustard seed can achieve great things - even move mountains! (Matthew 17:20).

St Berteline's 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

- Deeply rooted in biblical teaching, the school's Christian vision and supporting values drive the life and work of this flourishing Church school. Highly effective leaders and governors take bold, innovative decisions that enable pupils and adults to grow and thrive.
- Motivated to create a culture rooted in love, leaders foster deeply nurturing relationships. Pupils and adults treat each other with dignity and kindness, enabling individuals to blossom and find fulfilment in their learning and personal development.
- Collective worship has a profound impact on enabling the school community to flourish spiritually. Through a rich range of experiences, pupils and adults feel a deep sense of connection with themselves and others. They reflect thoughtfully on bigger questions about life and faith.
- The proactive leadership of religious education (RE) results in a dynamic and engaging curriculum. Carefully planned topics enable pupils to think deeply, as they develop their own personal responses and worldviews.
- The vision promotes a highly active culture of compassion for others. Pupils are empowered to act when they see injustice in the wider world and take many opportunities to make a positive difference to the lives of others.

Development Points

- Strengthen the RE curriculum so that pupils understand diversity within religions more deeply. This is so that they appreciate fully the range of different ways that people think about and practise their beliefs.



Inspection Findings

Vision and Leadership

St Berteline's is a flourishing Church school, dedicated to fostering a love of life and learning. Its empowering Christian vision, lived out through carefully selected values, unites the community with a deeply held common purpose. It motivates highly effective leaders, including governors, to make bold decisions that serve the needs of the school. For example, the recent decision to join the Chester Diocesan Academies Trust has strengthened leadership, governance and teaching. Supported by a range of engaging displays around the building, the vision and values form a common language that shapes individuals' choices and actions. Thus, pupils and adults work together harmoniously, building mutually supportive relationships that nurture self-belief and compassion. Leaders and governors respond proactively so that the vision continues to meet the community's changing needs. To this end, leaders have tailored the curriculum to reflect a more diverse pupil population. Thriving partnerships, notably with the local church and diocese, broaden pupils and adults' experiences through being part of a wider Christian community.

Vision and Curriculum

The ambitious vision that each individual can achieve great things shapes an innovative curriculum. Leaders know their pupils well and use this to create bespoke learning experiences that build confidence and perseverance. For example, through dynamic performing arts lessons, older pupils understand how hard work can produce high-quality results. Teachers listen to pupils' views, adapting lessons creatively to meet the wide range of needs within their classes. An inclusive approach ensures that pupils, including those who have additional needs, learn in ways that suit them best. Thus, pupils love coming to school and thrive in their learning and personal development. A broad range of enrichment activities forms the backbone of school life. Pupils from Years 2 to 6 experience a residential trip annually. These carefully considered opportunities, ranging from forest activities to city visits, develop pupils' self-belief, resilience and teamwork. Springing from the rich range of learning experiences, spiritual development is well embedded within the curriculum. Lessons enable pupils to think deeply about themes focusing on life's meaning and purpose. For example, they study how traditional Japanese artists repair broken pottery with gold. This prompts pupils to consider how difficulties in life can be overcome positively.

Worship and Spirituality

Collective worship sits at the heart of the school's spiritual life, providing a cherished time for pupils and adults to pause and reflect. Leaders plan themes thoughtfully to explore the Christian vision through biblical teaching. Thus, engaging and memorable experiences enable pupils to see how the school's values can help them to make wise choices. For example, through exploring Jesus' messages on love, pupils appreciate the different ways that they can care for others. Worship is carefully designed to nurture spirituality through a range of different experiences. Whole-school worship, regularly attended by families, fosters a deep sense of fellowship. Energetic singing moves pupils and adults deeply. In class-based worship, pupils respond in more personal ways, often using dedicated reflection spaces to record their individual prayers and thoughts. Worship is welcoming so that individuals engage in ways that are comfortable for them. Adults provide sensitive help to pupils who have additional needs, enabling them to participate meaningfully. A fruitful partnership with the local church enriches the worship life of the school. Clergy regularly lead worship, extending pupils' understanding of Christian traditions. Families value joining the school in regular church services that mark Christian festivals, such as Christmas. These popular events deepen pupils and adults' sense of belonging to a wider worshipping community.

Religious Education

RE is a valued subject. Proactive leaders ensure that the curriculum responds actively to the changing needs of the school community. As such, careful consideration is given to the balance of teaching Christianity alongside a



range of other religions and worldviews. Thus, pupils develop a broad perspective and appreciate that people have a variety of beliefs based on different religious teachings. For example, younger pupils understand how the stories that Jesus told help Christians to live out their faith. Although pupils have a sound knowledge of the core beliefs of Christianity and a range of other religions, they are less sure about the different beliefs and practices that exist within each faith. This is because the curriculum does not revisit this aspect with enough frequency for pupils to remember what they have learnt.

The quality of teaching is high. Through effective support from the diocese and the RE leader, teachers are confident in their subject knowledge. They craft memorable lessons that spark pupils' curiosity and engagement, often through first-hand experiences. For instance, younger pupils understand key Jewish traditions through recreating the festival of Sukkot. Fruitful class discussions prompt pupils to explore their own responses in increasing depth. For example, older pupils consider how they might act to challenge injustice when studying how people are inspired by their faith to speak up. Consequently, RE plays a pivotal role in developing pupils' critical thinking and personal worldviews. Leaders have developed accurate assessment practices across the school. Thus, teachers know how well pupils are learning and adapt lessons to meet the needs of their classes. As a result, pupils throughout the school make sound progress and achieve well in RE.

Vision and School Culture

Inspired by the vision, leaders create a culture that nurtures loving relationships. They prioritise staff wellbeing and value the unique contribution that each adult makes. Through targeted support, staff develop the confidence to grow professionally. They flourish in their roles and are deeply invested in the school's success. Adults are a happy and united team, instilling a strong sense of self-belief in their pupils. They ensure that individuals feel known and loved for who they are. Diversity is celebrated. To this end, pupils and families happily share aspects of their heritage in school, building understanding and respect. Staff use the language of the school's values to teach pupils how to build trusting relationships. Through this consistent approach, pupils care for each other exceptionally well and develop strong bonds of friendship. Staff work proactively with families so that pupils who are considered more vulnerable receive bespoke support. Sensitive help enables individuals to understand and manage their emotions so that they feel happy and safe in school. The local vicar gives highly valued pastoral support to the school community, including during times of difficulty.

Vision, Justice and Responsibility

Inspired by the vision that everyone can make a difference, a long-established culture of responsibility and justice is woven through the life of the school. Adults provide many opportunities for pupils to act as leaders. For example, older pupils run a popular outdoor 'reading shed' at playtimes, sharing books with their younger peers and building bonds between age groups. Pupils feel strongly that they have a voice because adults empower them to help others. Thus, pupils often choose charities to support, responding to issues that move them, such as preventing child injury. Through the curriculum and collective worship, pupils meaningfully explore issues of justice. This inspires them to act when they see injustice within the wider world. For example, moved by the sight of homelessness in a nearby city, pupils established a partnership with a local support organisation. Thus, pupils have a well-developed understanding of the causes of injustice, such as poverty. They know what they can do to make a positive difference.

Information

Address	Norton Lane, Windmill Hill, Cheshire, WA7 6QN		
Date	9 March 2026	URN	151844
Type of school	Academy	No. of pupils	257
Diocese	Chester		
MAT	Chester Diocesan Academies Trust		
MAT Chair	John Mason		
Headteacher	Sheridan Moss		
Chair of Governors	Lesley Austin		
Inspector	Sue Mawdsley		