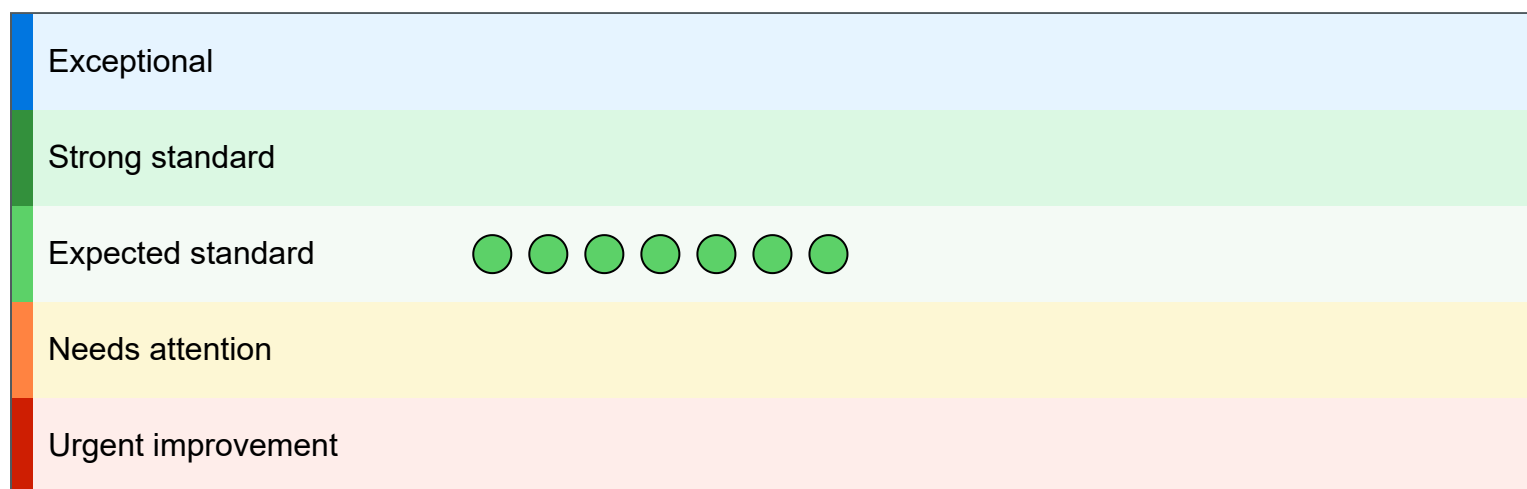


# Sharnford Church of England Primary School

Address: Henson Way, Sharnford, Hinckley, Leicestershire, LE10 3PN

Unique reference number (URN): 144110

## Inspection report: 27 January 2026



### ✔ 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.

## Expected standard

### Achievement

Expected standard 

Overall, the school prepares pupils well for the next stage of their education. Pupils, including disadvantaged pupils, develop the essential knowledge and skills they need in reading, writing and mathematics. Their attainment in national tests at the end of Year 6 often reflects this, with results above national averages.

Typically, pupils achieve well in phonics. Where they have gaps, these close quickly so that pupils become fluent and confident readers. Pupils' accuracy in letter formation and handwriting starts well in the younger years. However, some older pupils do not develop a fluent, accurate style, which sometimes hinders their achievement in writing.

Mostly, pupils secure suitable knowledge across each subject as they move through the school. However, some pupils, including those with special educational needs and/or disabilities, do not gain a secure and detailed understanding of their learning or produce high-quality work.

### Attendance and behaviour

Expected standard 

Pupils enjoy coming to school and arrive punctually. Attendance is broadly in line with national figures, although there has been some recent variation to this. Leaders check patterns of attendance carefully and respond quickly and effectively when concerns arise. They work closely with families to make improvements, drawing on the support of external agencies where appropriate. As a result, leaders are addressing the recent decline in attendance to ensure it meets both school and national expectations.

Pupils are polite and well mannered. They have positive attitudes to learning, listening well and working hard. They follow the school's expectations to 'be ready, be respectful and be safe'. Staff apply the school's behaviour systems consistently. Supportive routines help create the school's peaceful yet purposeful atmosphere. Leaders keep a close check on this. They recognise quickly when there is a need for any additional support. Staff adapt their approaches sensitively, when needed, to support pupils well. Through the effective teaching of the school's values, leaders have created a culture of respect. Leaders, staff and pupils do not tolerate any form of bullying, discrimination or harassment. Incidents of this nature are very rare, and staff deal with them swiftly and effectively.

### Curriculum and teaching

Expected standard 

Leaders have established an ambitious curriculum. Its coherent sequence and design help pupils to make connections between topics and subjects. Leaders prioritise pupils learning the essential foundations of communication, reading, writing and mathematics. Staff check pupils' understanding in these areas thoroughly, providing effective support to address any gaps. Leaders recently revised their approach to developing handwriting. The new approach is having a positive impact on early-handwriting teaching, although staff do not consistently address weaknesses in handwriting for older pupils.

Staff receive helpful training that enables them to teach the curriculum well. Leaders have introduced a consistent lesson structure to ensure that pupils learn effectively. For example, lessons begin with pupils revisiting previous learning. This helps them to remember and connect their prior knowledge with what comes next. Staff explain new learning clearly. They guide pupils through initial activities before pupils continue to undertake tasks independently. Throughout lessons, staff check pupils' understanding and generally intervene quickly to address misconceptions. However, at times, staff do not use their knowledge of pupils' needs or stage of learning to tailor their teaching or activities to meet these. This sometimes hinders pupils, including those with special educational needs and/or disabilities, from building a secure understanding of the knowledge they are learning.

## Early years

Expected standard 

Children in the early years make a positive start to their education and soon feel part of the school community. Staff work closely with parents and carers to both inform and involve them in their child's learning and development. This partnership helps staff get to know children as individuals and keep a clear oversight of their progress. Positive, warm relationships support children's confidence and sense of belonging. They settle quickly and enjoy their learning. Staff and older pupils in school model and teach the school's routines and expectations so that children in the early years play and learn together cooperatively.

The recently introduced curriculum in the early years caters well for all aspects of children's development and prepares them for Year 1. Through their interactions, staff focus on supporting children to communicate clearly and learn ambitious vocabulary. Children generally articulate their ideas and thoughts well and show great interest in the topics they are learning about.

The teaching of reading and phonics is a priority. Staff check children's phonics knowledge routinely and use this information to close any gaps quickly. Children have extra practice reading sounds speedily when needed. As a result, children generally remember new sounds well and gain confidence to start reading. Staff ensure that children start to learn to hold a pencil correctly so they can write the sounds with increasing accuracy.

## Inclusion

Expected standard 

The school has the expertise to identify pupils' needs accurately and at an early stage. Staff begin this process by developing close working partnerships with parents and carers. When necessary, the school engages proactively with external agencies to seek advice and secure the right support. With inclusion at the heart of the school's ethos, leaders and staff hold high expectations for all pupils and understand each pupil's needs well.

Leaders ensure that staff have the appropriate expertise to remove barriers for pupils with special educational needs and/or disabilities (SEND). Through discussions with pupils and their parents, they set precise targets to enable these pupils to develop both personally and academically. Staff generally provide effective support to help pupils with SEND meet these targets and participate fully in school life. However, at times, staff do not consistently tailor learning experiences sufficiently well enough to meet pupils' needs.

Leaders use pupil premium funding wisely to reduce any barriers disadvantaged pupils may face. They focus on improving teaching and learning, as well as providing effective additional support. This helps to address gaps in pupils' essential knowledge. As a result, disadvantaged pupils achieve well and thrive alongside their peers.

## **Leadership and governance**

**Expected standard** 

Leaders have an accurate understanding of all aspects of the school's work. By working closely with the trust, leaders know the strengths of the school and where improvements are still needed. The trust, trustees and local governors work together to fulfil their statutory responsibilities effectively. They know the school well and provide leaders with suitable levels of challenge and support. They ensure that leaders prioritise the right actions. Collectively with leaders, they make decisions that are in the best interests of pupils. Together, they ensure that all pupils can achieve, belong and thrive.

Staff value being part of the school 'family'. They appreciate that leaders listen to their views and act on their feedback. When staff ask for extra support, leaders provide it. This positive relationship helped staff to implement restructuring of the school and subsequent curriculum changes effectively. Leaders are considerate of staff's wellbeing. They take positive steps to ensure that staff have a manageable workload. Leaders and the trust provide staff with high-quality professional development and coaching. This training has enabled staff to embed a curriculum that raises the ambition for all pupils to achieve well in every area. The trust also encourages staff and leaders to collaborate with colleagues beyond the school to fulfil this endeavour.

Leaders, including local governors, foster positive relationships and engagement with parents and carers. They consider parental surveys when shaping their vision for pupils. Effective partnership work with parents supports pupils to achieve well.

## **Personal development and wellbeing**

**Expected standard** 

Pupils benefit from a well-thought-out personal development programme. It considers carefully the school's values alongside the essential knowledge and skills pupils need for participation and success in later life. The school helps pupils develop their moral compass and gain a clear understanding of right and wrong. It provides an enriching range of opportunities and experiences to bring this learning to life.

The school draws on external expertise to help equip pupils with the knowledge they need to be healthy and safe, both offline and online. Pupils learn about healthy relationships and consent at an age-appropriate level. Community fire and police personnel visit to explain about safety around fire or when playing near the local brook. Through computing lessons, pupils recognise the potential dangers, as well as the benefits, of using technology in a safe way.

Well-considered experiences instil pupils' appreciation of cultural diversity. For example, pupils visit shops on the 'Golden Mile' in Leicester before eating lunch in a Sikh temple and observing prayer practices. Pupils are interested in learning about different religions. The school encourages them to be reflective and open to different viewpoints.

There is a range of opportunities to promote pupils' interests and talents. Most pupils take part in a club, such as gymnastics or dodgeball. Many enjoy performing in an arena with the Young Voices choir. Year 6 pupils start the year with an adventurous residential visit, braving zip wires and developing resilience and independence ready for the challenges ahead.

Leaders track pupils' participation in personal development activities. They are beginning to use this information to increase engagement, such as tailoring opportunities to pupils' needs and aspirations. Leaders make considered adjustments to overcome any barriers that might hinder pupils' participation. For example, the school uses pupil premium funding to help disadvantaged pupils take part in extra-curricular activities alongside their peers.

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

A sense of pride permeates this small, village school. Staff and pupils liken the school to that of a big family. Pupils benefit from caring relationships with staff who know them extremely well. They know staff will listen to them and provide help with any worries or concerns when they need it. This gives pupils a deep sense of belonging and the confidence to be themselves. Parents and carers value the welcoming ethos of the school and the personal care and attention their children receive.

Children get off to a positive start in the Reception Year. They soon settle in and learn the school's expectations. Pupils throughout the school show an enthusiasm for learning. They speak positively about how adults support them in lessons. Overall, pupils progress well through the curriculum. By the end of Year 6, most pupils achieve the national standards expected of them and are ready for secondary school. Parents appreciate that their children not only achieve well academically but also flourish on a broader level.

Pupils behave very well. They treat each other as they would like to be treated, with respect and kindness. Disagreements are rare and quickly resolved. Social times are typically harmonious. Staff and pupils are proud of the school's values, such as friendship and forgiveness. Pupils who are 'wellbeing ambassadors' spot and reward pupils for modelling and living out these values.

Pupils appreciate that they have a voice and are provided with opportunities to make a positive contribution to their school 'family'. Some pupils lead on energy saving in school, while others gather views on school lunches to make them more enjoyable. These roles help pupils learn about responsibility and enable them to grow to become conscientious citizens.

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## **Next steps**

- Leaders should ensure assessment information and checks of pupils' learning are used consistently to tailor and adapt the curriculum and teaching to build successfully on pupils' learning. This includes for pupils with special educational needs and/or disabilities.

- Leaders should ensure that there is a consistent approach to developing pupils' handwriting across the school and that weaknesses, particularly in older pupils' handwriting skills, are addressed quickly.
- 

## About this inspection

This school is part of Inspiring Primaries Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Adam Watson, and overseen by a board of trustees, chaired by Graham Read.

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.

Inspectors spoke with the head of school and trust leaders. The lead inspector met with members of the board of trustees and representatives of the local governing body. The lead inspector also met with the CEO.

The inspectors confirmed the following information about the school:

The head of school took up her post in September 2023.

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

The school makes use of one unregistered alternative provision.

Head of School : Sharon Boyd-Hope

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### **Lead inspector:**

Claire Stylianides, His Majesty's Inspector

### **Team inspector:**

Caroline Oliver, 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.

## School and pupil context

### Total pupils

**92**

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

**71**

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)

**18.48%**

Close to 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

**2.17%**

Close to 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**

**21.74%**

Well above average

## **What does this mean?**

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

National average: 15%

## **Location deprivation**

**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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	61%	Above
<b>2024/25 (revised)</b>	73%	62%	Above
<b>2023/24 (final)</b>	64%	61%	Close to average
<b>2022/23 (final)</b>	82%	60%	Above

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	95%	74%	Above
<b>2024/25 (revised)</b>	100%	75%	Above
<b>2023/24 (final)</b>	86%	74%	Above
<b>2022/23 (final)</b>	100%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	81%	72%	Above
<b>2024/25 (revised)</b>	82%	72%	Above
<b>2023/24 (final)</b>	71%	72%	Close to average
<b>2022/23 (final)</b>	88%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	90%	73%	Above
<b>2024/25 (revised)</b>	82%	74%	Above
<b>2023/24 (final)</b>	100%	73%	Above
<b>2022/23 (final)</b>	88%	73%	Above

## **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	46%	Above
<b>2024/25 (revised)</b>	S	47%	S
<b>2023/24 (final)</b>	57%	46%	Close to average
<b>2022/23 (final)</b>	88%	44%	Above

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	89%	62%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	71%	62%	Close to average
<b>2022/23 (final)</b>	100%	60%	Above

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	79%	59%	Above
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	71%	58%	Above
<b>2022/23 (final)</b>	88%	58%	Above

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	89%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	100%	59%	Above
<b>2022/23 (final)</b>	88%	59%	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 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	74%	68%	6 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	88%	66%	21 pp

### 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	89%	80%	10 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	100%	78%	22 pp

### 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	79%	78%	1 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	71%	78%	-6 pp
<b>2022/23 (final)</b>	88%	77%	10 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	89%	80%	10 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	100%	79%	21 pp
<b>2022/23 (final)</b>	88%	79%	8 pp

‘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 (2 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.0%	5.9%	Below

## 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 (2 term)	12.0%	13.3%	Close to average
2023/24 (3 term)	9.8%	14.6%	Below
2022/23 (3 term)	9.8%	16.2%	Below

## 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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