

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

### Sharnford Church of England Primary School

#### Vision

“Many hearts make our school nourishing, flourishing and fruitful.”

Jesus said “I am the vine and you are the branches. If you stay joined to me, and I to you, you will produce plenty of fruit” John 15:5

Sharnford Church of England 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

- Strong leadership ensures that the school’s distinctively Christian vision is understood and deeply embedded. Consequently, pupils and adults flourish at this school.
- Community links are a key foundation of the school’s Christian ethos. Pupils, staff and families are valued as an essential part of the many hearts that make the school fruitful. Strong links with the local church, diocese and Inspiring Primaries Academy Trust are effective and impactful.
- Spirituality is woven through the worship life of the school through a shared understanding and vocabulary. Times of discussion and quiet reflection enhance spiritual growth for pupils and adults.
- The vision actively drives a curriculum that challenges and engages pupils of all abilities, including those who are considered to be vulnerable. Through it, pupils make sustained progress, both academically and socially.
- The religious education (RE) leader is knowledgeable and committed. The subject is well planned and coherently taught across the school. As a result of this, pupils have a good knowledge and understanding of a range of religious and non-religious worldviews.

#### Development Points

- Increase opportunities for spiritual responses within the curriculum to deepen pupils’ spiritual growth.
- Support pupils in taking ownership of positive social action. This will enable them to become independent changemakers and advocates for fairness and equality.



## Inspection Findings

### Vision and Leadership

Leadership at Sharnford is unequivocally led by its Christian vision. Senior leaders articulate with clarity and conviction how “many hearts” come together to create a community that is “nourishing, flourishing and fruitful.” They model this in strategic decision-making, daily routines, and professional relationships. The biblical image of the vine and branches (John 15:5) is not simply referenced; it informs leadership’s understanding of connectedness, mutual support, and growth. As a result, staff feel valued and pupils are known and nurtured. Families speak of a welcoming school that is attentive to their needs and aspirations. The school’s engagement with the local church, diocese, and the MAT is both intentional and fruitful. Leaders seek and share expertise, participate in professional networks, and draw on external challenge and support to refine practice. This outward-facing attitude enhances governance conversations and adds capacity to the school’s improvement cycle. Leaders’ monitoring shows a coherent thread which starts from the vision and leads to impact within the school.

### Vision and Curriculum

The school’s curriculum offer is crafted through the lens of its Christian vision. It challenges and engages pupils of all abilities, including those considered vulnerable. Leaders have made wise decisions to ensure pupils’ happiness and emotional needs are met. Teachers plan lessons with ambition and compassion, balancing high expectations with the personalised support that enables pupils to succeed. The curriculum’s coherence is supported by clear progression and purposeful enrichment. There are some opportunities for reflection that connect learning to pupils’ lives and wider society. Pupils are encouraged to be critical thinkers. They reflect and respond to carefully planned prompts and questions. Staff adapt lessons to ensure that questions are not left unanswered. The vision’s emphasis on “nourishing” learning experiences is evident in thoughtfully chosen content, rich discussion, and responsive teaching. Knowledge and skills are developed alongside character and wisdom. This helps pupils to become thoughtful, resilient learners. However, opportunities to build on pupils’ strong understanding of spirituality in curriculum lessons are at an early stage. A lack of planning for spiritual responses across subjects means that opportunities for pupils to nurture their identities, values and agency are limited.

### Worship and Spirituality

Collective worship at Sharnford is a daily anchor for community and growth. It is thoughtfully designed, inclusive, and participatory. Worship enables the school to encounter Christian narrative, symbol, and practice in ways that are accessible and profound. It has a clear impact, with both pupils and staff sharing the strong sense of belonging that is created when the school comes together in one space. Worship themes are relevant and well paced, drawing connections between scripture, school values, and lived experience. Partnerships with the local church enrich the worship offer. They widen pupils’ understanding of Christian faith and practice. Worship enables pupils to develop a sense of calm and reflection, which supports their emotional wellbeing and readiness to learn. The worship group are instrumental in evaluating the impact that worship has across the school. The school’s shared vocabulary for spirituality helps both pupils and adults to reflect, wonder, and express their thinking. For example, when exploring why Christians would help those in need of food parcels, they considered what they would do. Regular opportunities for quiet reflection allow the whole community to pause, connect, and respond spiritually.

### Vision and School Culture

The culture at Sharnford is a vibrant expression of its vision. Community links are foundational, and pupils, staff, and families are regarded as essential parts of the many hearts that make the school fruitful. Relationships are characterised by care, respect, and high expectations. Belonging and responsibility are emphasised, and difference is welcomed. Staff invest time and expertise to ensure that every pupil is known, supported, and



challenged appropriately. Parents and carers describe a school that listens, explains, and partners with them. Because of this, pupils attend school regularly and behave well. They say that they feel safe and know that have people they can speak to with worries or concerns. This culture of belonging also extends to staff wellbeing and their professional growth. Leaders cultivate trust, offer constructive feedback, and provide opportunities for collaboration with church, diocese, and MAT partners. Staff consider themselves as one part of the vine that connects the school to the community. The result is a resilient, reflective staff team that are focused on sustaining improvement and adapting well to change.

#### Vision, Justice and Responsibility

The schools vision calls the community to bear good fruit for others. Pupils encounter themes of justice, compassion, and responsibility in worship and through the wider curriculum. Younger pupils show this by sharing resources and ensuring that others are included in tasks and games. Older pupils are knowledgeable about unfairness in the world and are keen to respond. Staff encourage thoughtful discussion about local needs and global issues, and pupils take part in charitable initiatives. Pupils are less confident in knowing that their voices matter and that they can help to shape a fairer world. Currently, opportunities for pupils to lead positive social action are limited. However, where these opportunities exist, pupils show enthusiasm and a strong sense of responsibility.

#### Religious Education

RE at Sharnford is a strength. The subject leader is knowledgeable and committed. They ensure that RE is well planned and coherently taught across the school. Pupils demonstrate good knowledge and understanding of a range of religious and non-religious worldviews. Teaching fosters respectful dialogue, accurate use of subject vocabulary, and engagement with lived faith. Careful attention has been given to the sequence of lessons and allocating sufficient time for pupils to deepen their knowledge. Younger pupils show a clear understanding of Bible stories through the engaging and varied lessons. RE lessons help pupils think deeply about beliefs and ideas, ask important questions, and link these to real-life practices and community. For example, pupils consider how food is an important part of worship for many religions. The subject contributes significantly to pupils' spiritual and moral development and aligns closely with the school's vision. Continued professional development for staff is sustaining high standards. This ensures that RE remains a cornerstone of flourishing at Sharnford.

## Information

Address	33 Henson Way, Sharnford, Hinckley, LE10 3PN		
Date	27 November 2025	URN	144110
Type of school	Academy	No. of pupils	74
Diocese	Leicester		
MAT	Inspiring Primary Academies Trust		
MAT Chair	Graham Read		
Headteacher	Sharon Boyd-Hope		
Chair of Governors	Mark Jones		
Inspector	Jo Westaby		