Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sherington Church of England VC Primary School

Vision

The Village Schools Federation aspires to nurture and inspire every child to experience life in all its fullness.

Our schools are rooted in inclusive Christian values to enable all to flourish by building knowledge, confidence and resilience for the future. We strive to be the best we can be.

'Whatever we do, we work at it with all our heart' Colossians 3:23

Sherington Church of England Voluntary Controlled 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

- Compassionate leadership at Sherington, inspired by the Christian vision, prioritises wellbeing while maintaining high expectations. This approach creates a culture of aspiration where pupils and adults grow in confidence and flourish.
- Pupils know that their voices are heard and respected. They communicate confidently, express their feelings and recognise the importance of listening to others. This strengthens their emotional wellbeing and helps them build positive relationships.
- The school's inclusive ethos celebrates individuality and ensures that pupils and adults are recognised and valued. This creates a strong sense of belonging and promotes positive behaviour.
- Religious education (RE) is well led and has a high profile within the curriculum. Pupils enjoy the subject and confidently share their developing knowledge and understanding of various religious and non-religious worldviews.
- Collective worship is an integral part of school life. Carefully planned in partnership with the local church, it brings the community together through the vision. Pupils engage thoughtfully and share their reflections with their families.

Development Points

- Deepen the shared understanding of spirituality and develop a common language to articulate it across the curriculum. This is to ensure that opportunities for pupils' spiritual development are consistently identified and used effectively.

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Inspection Findings

Vision and Leadership

Sherington's Christian vision shapes its close-knit school community, where pupils and adults are valued, included and encouraged to flourish. Leaders regularly review the shared vision, ensuring it remains relevant and continues to guide the development of pupils' confidence and resilience. Pupils demonstrate a deepening understanding of the vision and recognise how Christian values, including generosity, influence their actions. They take pride in their school and appreciate the importance of approaching their learning with commitment. Leaders prioritise inclusion, enabling pupils who have additional needs to participate fully in school life. Staff and pupils use signing confidently to support communication and strengthen relationships. Weekly family reading sessions build meaningful connections between home and school. When parents and carers cannot attend, other adults ensure that pupils can still take part in the sessions. Governors provide effective strategic oversight across the federation, recognising the distinctive needs of individual schools. Their understanding of the vision informs questioning and challenge, supporting decisions that meet the needs of pupils and adults. Federation-wide professional development strengthens staff expertise and encourages collaboration across schools.

Vision and Curriculum

Inspired by the vision, the curriculum expands pupils' knowledge, confidence and resilience. Leaders adapt the shared federation curriculum to reflect Sherington's distinctive context. Teaching responds flexibly to pupils' stages of development rather than their chronological age, enabling meaningful participation. Personalised support enables pupils with additional needs to access learning successfully. They learn to recognise and express their feelings and manage disagreements respectfully. Leaders enrich the curriculum through experiences that reflect the local context. Visits to the Cowper and Newton Museum develop pupils' understanding of significant historical figures connected to the area. Pupils speak enthusiastically about their learning and explain the knowledge they have gained. Leaders provide extracurricular activities that reflect pupils' interests and support families. These include clay modelling, football and multisports clubs. Outdoor learning and family reading sessions provide opportunities for pupils to experience connection, belonging and moments of spiritual reflection. However, pupils and staff do not consistently articulate their understanding of spirituality. As a result, opportunities to deepen pupils' spiritual development are not always fully recognised.

Worship and Spirituality

Collective worship reflects the school's vision and Anglican foundation. Leaders work closely with the local church to provide creative, age-appropriate opportunities for spiritual development. Daily worship takes place in an environment where pupils participate confidently and enthusiastically. Carefully selected music creates a welcoming atmosphere as pupils gather. Adults adapt worship sensitively, using signing and personalised resources to enable pupils with additional needs to participate meaningfully. Pupils are familiar with Bible stories and confidently contribute their ideas. Skilful questioning encourages reflection and exploration of Christian teaching. For example, a discussion about God's generous love leads naturally to questions about heaven. These exchanges develop pupils' understanding of Christianity and inspire them to reflect on their own beliefs. Positive relationships with those leading worship encourage pupils' active engagement. Consequently, worship influences their lives beyond school. At home, pupils draw on their experiences of collective worship, sometimes spontaneously expressing thanks to God. These examples show how prayer and gratitude become part of pupils' everyday lives.

Vision and School Culture

The vision shapes a caring, inclusive culture in which pupils and adults feel a strong sense of belonging. Leaders prioritise wellbeing, creating a setting where individuals feel respected and their views are taken seriously. This approach builds staff confidence and helps them feel secure in their roles. Staff know pupils and their families well, contributing to positive connections. Parents value the nurturing environment and care shown to their children. An extended programme of visits and stay-and-play sessions helps children and families develop trusting relationships before joining the school. The vision informs a restorative approach to behaviour, through which pupils are encouraged to show kindness and understanding. Emotional regulation strategies help them recognise and communicate their feelings. The Rainbow Room provides a calming

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sensory environment when needed. Pupils recognise different needs and show empathy towards those who find it difficult to manage their emotions and behaviour. The school also supports families through difficult circumstances. During Bereavement Awareness Week, pupils explore loss through age-appropriate discussions, helping them respond thoughtfully to others' experiences.

Vision, Justice and Responsibility

The vision inspires pupils to contribute positively to their school and wider community. Through the school's values and collective worship, pupils develop an age-appropriate understanding of fairness, generosity and responsibility. At Harvest, the school supports a local charity providing food for families experiencing difficulties. Pupils take part enthusiastically in the school's 2026 fundraising challenge, independently choosing how to contribute. They are proud of their achievements, recognising how their contributions support others. The school plays an active role in village life through traditional May Day celebrations. Pupils take part in maypole dancing and help run stalls, strengthening their connections with the wider community. Forest School helps pupils recognise their responsibility to care for the natural world. They confidently explain how they protect wildlife by respecting habitats and leaving creatures undisturbed. These activities demonstrate how the school's values inspire pupils to care for others and the world around them.

Religious Education

Leaders' theological expertise shapes a carefully considered RE curriculum across the federation. This enables pupils to explore Christianity alongside a range of religious and non-religious worldviews. A two-year rolling programme progressively develops pupils' knowledge within mixed-age classes. Theology, philosophy and human sciences enable pupils to explore thought-provoking questions from alternative perspectives. RE is prioritised as a core subject, with sufficient time allocated. Teachers benefit from appropriate resources, federation-wide training and diocesan expertise. Art and music provide varied approaches to exploring religious concepts and spirituality. Leaders monitor and evaluate the curriculum through half-termly reviews and constructive staff feedback. These reviews lead to responsive adjustments, including changes to content that staff identify as too challenging. Pupils are enthusiastic about their learning and enjoy practical activities, such as baptising baby dolls and visiting the local church. These experiences deepen pupils' understanding of religious beliefs and their influence on people's lives.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	21 School Lane, Sherington Newport Pagnell, Milton Keynes. MK16 9NF		
Date	16 October 2026	URN	110407
Type of school	Voluntary controlled	No. of pupils	22
Diocese	Oxford		
Federation	Village Schools Federation		
Headteacher	Emma Wallace (Executive Headteacher)		
Chair of Governors	Noel Sibbald		
Inspector	Kaye Healy		

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