

Inspection of Sheepy Magna Church of England Primary School

Main Road, Sheepy Magna, Atherstone, Warwickshire CV9 3QR

Inspection dates: 25–26 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in September 2011 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for eight years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Pupils told us that this school is 'a friendly environment' where everyone can join in. This is exactly what we saw, in lessons and around school. Pupils were keen to tell us about the committees that meet every Friday. They proudly described how pupils serve as sports leaders, chicken crew, eco committee members, playground pals and members of the school council. These activities help pupils to develop as confident, caring individuals.

Pupils are well behaved. They understand and respect the school rules. Pupils told us that they feel safe in school. They know that bullying is wrong. They said, 'It's not a problem here.' Leaders' records confirm that instances of bullying are rare.

Pupils have positive attitudes to learning. For example, they told us that 'Mathematics is not just about getting the answer right, it's the journey of understanding.' Pupils achieve well in reading, writing and mathematics by the end of Year 6. They are well prepared for secondary education. Staff encourage pupils to apply the school's values of respect and resilience to their studies. We saw pupils cooperating well in subjects such as science and design and technology.

What does the school do well and what does it need to do better?

Leaders have ensured that the teaching of English and mathematics is strong. Staff follow well-structured plans. They plan interesting activities that help pupils remember, and build on, what they have previously learned. The work in pupils' books is of a good standard. Pupils behave well in lessons. They successfully apply their writing skills across a wide range of subjects. They enjoy being challenged in mathematics. They cooperate well to discuss and solve mathematical problems.

Leaders and staff understand the importance of reading. They make sure that children begin learning to read as soon as they join the Reception class. By the end of Year 2, most pupils are fluent readers. Staff foster a love of books in all year groups. Older pupils told us that they enjoy having so many choices of reading materials. They praised the Year 6 reading box, the 'Sheepy Chatterbooks' and monthly visits from the mobile library.

Leaders' actions to improve the curriculum are partially complete. Subjects such as science, religious education (RE), music and personal, social and health education (PSHE) are well planned and taught. Pupils produce good work in these subjects. They remember what they have learned. Other subjects are less well developed. However, leaders are working through a structured plan to review and revise the curriculum in all subjects.

Leaders recognise that spelling is an issue across the school. They are tackling this through the introduction of a new approach to teaching spelling. We found that some pupils struggle to use phonics skills to read unfamiliar words. This contributes to the issues with spelling in Year 2 and beyond.

Pupils with special educational needs and/or disabilities (SEND) achieve well. They thrive because they receive good care and support. Staff involve pupils, parents and external agencies to help them to match teaching to pupils' needs. Leaders and staff are equally ambitious for all groups of pupils.

Leaders and staff promote pupils' personal development well. Pupils benefit from a range of experiences such as 'enrichment days'. These have included themes linked to languages, art, drama and sports. Staff and pupils model the school's Christian values of kindness and respect. Leaders have devised a teaching programme called 'Windows to the World'. Through this scheme, pupils learn about differences, communities, cultures, religions and disabilities. This prepares them well for life in modern Britain.

Children in the early years flourish because staff understand their needs. There is a calm, happy atmosphere in the Reception class. Warm relationships ensure that children make the most of the activities provided. Reading and mathematics are a priority. Staff promote children's development well across all areas of learning. For example, children had helped to plan and set up a 'pottery shop' in the role play area. During our visit, they were busily serving 'customers' and making signs for the shop. These activities promoted their speaking, writing and social skills. Children in the early years behave well. They respond readily to routines and expectations.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a positive culture of safeguarding. They encourage staff to note any concerns, however small. Staff training is thorough and up to date. They know the signs to look for that may indicate a concern about pupils' welfare. Staff know to pass on any concern to leaders. Records show that leaders take prompt action to keep pupils safe when the need arises. Employment checks comply with statutory requirements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken that they are in the process of bringing this about. For this reason, the transition arrangement has been applied in this case. Leaders should ensure that it is clear what pupils should learn and when in all subjects.
- Leaders have not made sure that all pupils use their knowledge of phonics well enough to spell words correctly. This limits these pupils' ability to communicate accurately when writing. Leaders should ensure that pupils fully understand the strategies that help them to read and spell unfamiliar words.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120158
Local authority	Leicestershire
Inspection number	10121307
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	114
Appropriate authority	The governing body
Chair of governing body	David Wright
Headteacher	Alison Field
Website	www.sheepymagna.leics.sch.uk
Date of previous inspection	13–14 September 2011

Information about this school

- An inspection of denominational education and collective worship was carried out under section 48 of the Education Act 2005 in November 2016.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in September 2011 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for eight years, which is longer than the five-year maximum interval between inspections under section 5 of the Education Act 2005. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made most outstanding schools exempt from routine inspection.

- We met with the headteacher, the senior teacher, the special educational needs coordinator and other curriculum leaders.
- I held a meeting with a group of governors, including the chair.
- I held a telephone interview with a representative from the local authority.
- We did deep dives in these subjects: reading, mathematics, and design and technology. This involved speaking with leaders, pupils and staff, visiting lessons, hearing pupils read and examining pupils' work in books.
- We examined curriculum plans, visited lessons and examined pupils' work across a range of other subjects.
- We observed pupils' behaviour in lessons and around school.
- We evaluated the effectiveness of safeguarding by speaking with pupils, staff and governors. We reviewed policies, systems for recording concerns, training records and procedures for checking staff suitability to work with children.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Rob Gooding

Ofsted Inspector

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