

Inspection of Sheepy Magna Church of England Primary School

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

Inspection dates:	8 and 9 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are pleased and proud that they attend this small village school. They feel safe, calm and happy. Pupils develop warm and trusting relationships with staff. They said that they receive a lot of kindness and support if they have worries or concerns. They describe the school as a 'Sheepy happy family'.

The school has high expectations of pupils' behaviour. Pupils respect and follow the 'golden rules'. They are motivated by the rewards that they receive. In lessons, they learn happily together. Routines are well understood. At social times they enjoy the glorious outdoor space. Older pupils take care of younger children. They make sure that no one is left out of their games.

The school is ambitious for its pupils. The curriculum has improved. Pupils are prepared well for their next learning steps.

The curriculum extends beyond the school day. All pupils are supported to take part in activities that help to broaden their interests and talents. 'Sheepy has talent' is a particularly popular event. Staff encourage pupils' sense of citizenship and community effectively. Their efforts ensure that pupils are central to village life. This enhances pupils' education and adds to their personal development.

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

The school has responded positively to the findings from the previous inspection. The curriculum has been strengthened and is much improved. It is ambitious. Across the full range of subjects, there is now a clear focus on the knowledge that pupils need and when they need to learn it. Ambitious curriculum end points have been identified. However, checks on pupils' learning are not effective enough. This can lead to gaps developing in some pupils' knowledge. These checks are stronger in English and mathematics than they are in the subjects in the wider curriculum.

The school has implemented a new phonics curriculum. Pupils learn to read as soon as they enter the early years. Pupils who struggle with their reading receive effective extra support. More pupils now read with confidence. An increasing number of pupils are using their phonics knowledge to spell more accurately.

Reading is a top priority for the school. The school successfully introduces pupils to many brilliant books written by diverse and interesting authors. Pupils leave the school as fluent readers who are excited by books.

The school is rightly developing and enhancing its provision for pupils with special educational needs and/or disabilities (SEND). Staff have received lots of effective professional development. The needs of pupils with SEND are identified swiftly. They access the same broad curriculum as their peers. Their achievement has improved.

Children get off to a brilliant start in their learning in the early years. The curriculum is carefully constructed. Children have lots of well-designed opportunities to support their communication and language development. 'Snuggly' areas help to develop their love of books. The outdoors is used effectively to develop children's awe and wonder of nature and their understanding of the world. Children often focus intensively on their learning. They are prepared well for key stage 1.

The school works effectively to make sure that pupils attend school regularly. This work is bearing fruit. Pupil absence has reduced. More pupils arrive promptly to school.

Pupils benefit from a well-planned and sequenced personal, social, health and economic education curriculum. They are knowledgeable about the ways in which to keep healthy and safe, including when online. Many pupils conduct roles with important responsibilities. Older pupils act as 'buddies' for children in the early years. They are wonderful role models.

The school prepares pupils well for life in modern Britain. Pupils are knowledgeable and curious about different faiths and cultures. They are keen advocates of equality and of things being fair.

Governors have shown great commitment to the school. They know the school well. Even so, some aspects of governance are not as strong as needed. Governors do not always have a detailed enough understanding of leaders' work to improve the school.

Staff benefit from the support of the local authority and the partnership working with other local schools. They are keen to hone their skills and share their knowledge. Staff well-being is a top priority. Staff feel well supported and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

The school knows its pupils well. Effective work takes place with external agencies to make sure that pupils receive the help that they need. However, records do not accurately reflect all the actions taken to safeguard pupils' welfare.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school takes suitable action to keep pupils safe. However, the procedures followed to monitor these actions lack rigour. Records of the school's work to safeguard pupils are sometimes incomplete. The school must ensure that it maintains comprehensive records of its work to safeguard pupils.
- Staff do not check pupils' understanding or identify learning gaps effectively enough. This can lead to gaps developing in pupils' knowledge and understanding. The school

should ensure that teachers check pupils' knowledge consistently across the curriculum so that gaps in knowledge are identified and swiftly addressed.

- Governance is not as strategic as needed. Governors do not have close enough oversight of the school's improvement work. The school should ensure that governors conduct their role effectively.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120158
Local authority	Leicestershire
Inspection number	10347414
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	100
Appropriate authority	The governing body
Chair of governing body	David Wright
Headteacher	Alison Field
Website	www.sheepymagna.leics.sch.uk
Dates of previous inspection	25 and 26 February 2020, under section 5 of the Education Act 2005

Information about this school

- No pupils are educated in alternative provision.
- The school received its Statutory Inspection of Anglican and Methodist School section 48 inspection in September 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with leaders to discuss pupils' attendance and behaviour.
- The inspectors met with the headteacher and a range of school staff.
- The inspectors met with representatives of the local authority. They met with members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also reviewed pupils' learning in science and computing.
- Inspectors observed pupils' behaviour at various times in the school day, including the start and end of the day and at lunchtime and breaktime.
- Inspectors considered the responses to Ofsted Parent View and to the surveys of pupils and staff.

Inspection team

Jayne Ashman, lead inspector

His Majesty's Inspector

Wendy Gordon

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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