



The National Society Statutory Inspection of Anglican Schools  
(Carried out under Section 48 of the Education Act 2005)

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# Sheepy Magna Church of England Primary School

Inspection Report

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<b>Address of School:</b>	Sheepy Magna CE Primary School Main Street Sheepy Magna Warwickshire CV9 3QR
<b>Telephone Number:</b>	01827 880395
<b>Email Address:</b>	officeadmin@sheepymagna.leics.sch.uk
<b>School Category:</b>	Voluntary Controlled
<b>Unique Reference Number:</b>	120158
<b>Type of School:</b>	Primary
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Inspection Date:</b>	4 <sup>th</sup> October 2011
<b>Reporting Inspector (and No):</b>	Mrs Carole Jefferson (669)
<b>Appropriate Authority:</b>	The Governing Body
<b>Chair of Governors:</b>	Mr Brian Greenfield
<b>Headteacher:</b>	Mrs Charlotte Ward Lewis
<b>Pupils on school roll:</b>	102

# National Society Statutory Inspection of Anglican Schools Report

## Sheepy Magna CE Primary School

Main Street

Sheepy Magna

Warwickshire

CV9 3QR

Local authority: Leicestershire

Dates of inspection: 4<sup>th</sup> October 2011

Date of last inspection: March 2007

School's unique reference number: 120158

Headteacher: Mrs Charlotte Ward Lewis

Inspector's name and number: Mrs Carole Jefferson (669)

### School context

Sheepy Magna is a small rural school half of whose children live in the traditional designated area. The majority of pupils are from owner occupied housing. The percentages of children eligible for free meals and on the special needs register are lower than the national average. A few children have a home language other than English but none are at an early stage of English language acquisition. Attainment and progress are outstanding and exceed national expectations. The school has achieved several awards, including Healthy Schools, Green Flag Eco Award, and International School.

### The distinctiveness and effectiveness of Sheepy Magna as a Church of England school are outstanding

Sheepy Magna is a happy school, where the caring Christian ethos and strong sense of community ensure that every individual can flourish. They are rightly proud of its family atmosphere. Everyone is rightly proud of the inclusive nature of the school in which all have a strong sense of belonging to the school family and the local community.

### Established strengths

- Good strategies for involving children in school life, which means that they care for one another and the community and they have a say in their learning.
- High standards of attainment and behaviour, which mean that all have a pride in themselves and the school.
- Leaders have a very good understanding of the strengths of this as a church school and therefore have clear ideas for areas for development.

### Focus for development

- Develop the role of Governors to include them in the self-evaluation of this as a church school.
- Embed procedures to enable staff and governors to collect and collate evidence to improve monitoring, evaluation, planning and assessment.
- Identify the core values which lie at the heart of the school's success and make these explicit in daily life.

### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school aims to 'educate each child within a happy, stimulating and caring Christian community that prepares them for life in modern Britain'. Children say that their teachers are friendly and 'you can talk to them about anything'. The broad and balanced, themed curriculum provides a coherent structure for learners to enjoy and be excited about their lessons and take responsibility for their own learning and for others. The RE and spiritual, moral, social and cultural provision have a significant impact on the Christian character of this school. The Christian values of sharing, care, compassion and determination were evident from a classroom display of children's sculptures. Children support each other in group work and a delightful child-led lunchtime group called 'Bookworms' offers literacy activities. All adults in school model polite respectful behaviour, which means that children relate very well to one another and staff as well as to volunteers. The Christian values of love, respect and

tolerance not only underpin the school ethos but informed the code of conduct that children devised for themselves. A play stop and friendship bench in the playground mean that those without playmates can be included in others' games. Behaviour is exemplary and any interventions made are positive. Year 6 mediators try to resolve minor fall outs and the mediators themselves have a good sense of when to involve adults. School staff are at the gate at the beginning and end of each day to listen to any parental concerns, so that they too can be resolved quickly. Parents value this very much. Pupils and their parents say that opportunities to learn about other religions are very valuable for later life, for example, they enjoyed a visit to the Madani High School in Leicester. Charitable giving is important to the pupils and they remember washing cars to raise money for local charities. The children's eco team works hard to maintain the schools green flag status. The school environment adds significantly to the children's spiritual development . In the play areas are a trim trail, tyre park and climbing wall, which encourage healthy play, personal challenge and endeavour. Chicken keeping helps the pupils to understand the rhythm of life and the need for care of other creatures. The school council meets weekly to suggest improvements that might be made to learning or the school environment. These ideas are debated by staff and governors and actioned where possible. Parents are pleased with the progress that children make and more than half of them elect to bring children to Sheepy Magna from places outside the traditional designated area. They enjoy being involved in the life of the school and entrust their children to the care of staff with the utmost confidence.

### **The impact of collective worship on the school community is outstanding**

Planning, record keeping and evaluations of collective worship are thorough and a priority for the school, enabling the children to experience a broad and balanced programme of themes. This helps them in their understanding of Anglican traditions and practice and the practices of other faiths. Worship is central to daily life in school, with an act of worship for the whole school every day, led by the headteacher or assistant head. A new initiative, 'Open the Book', brings the newly appointed vicar and many members of the church community into assembly every week to share dramatised storytelling and worship. Children say that they like these sessions, which enhance the mutually supportive relationships within the village. Children enjoy their developing roles as helpers, an initiative that arose out of their own evaluations. They value the time for quiet reflection that collective worship offers them: 'God is special; you can talk to Him in your head', 'I talk to God and tell him my problems' and 'Assembly has helped me to make my belief in God stronger'. They like the lighted candle for a focus for their thoughts as 'it is saying that Jesus is the light of the world and is with us'. Children say prayers together in class before lunch and at the end of the day. Pupils know the Lord's Prayer and they enjoy a range of praise and worship songs. Half termly services in All Saints Church are important to them and on the day of inspection, all classes were busily preparing posters, drama and songs for the harvest service. The youngest children go to the church every fortnight to work with church volunteers on a variety of activities.

### **The effectiveness of the leadership and management of the school as a church school is good**

All the points for development from the previous inspection have been addressed and actions implemented. The headteacher has a clear vision of this as a church school and this is evident in all documentation and the engaging school website. The school's priorities are articulated successfully to its stakeholders in a style that is clear, sensitive and showing a sense of fun! Monitoring by the headteacher and assistant head is effective and informs future planning. Governors are at an initial stage of monitoring the work of the school and this requires further development. They have not to date been involved in the school's self-evaluation and they need to be. Governors are aware of the school's priorities and support the headteacher in meeting these priorities. The headteacher ensures that all new staff and volunteers are inducted in such a way as to maintain the school's strong Christian ethos. She does this by coaching and working alongside them, thus developing future leaders. Although the school has not made a set of core values explicit, Christian values have a powerful influence on the daily life of the school. The school's partnership with the local community is excellent, with the local church congregation offering prayerful and practical support. The vicar is very much a spiritual friend. The school sees itself as being at the heart of the community and, as a result, the pupils gain considerable benefit.