

Two Gates Community Primary School

Tamworth Road, Two Gates, Tamworth, B77 1EN

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although most pupils make the progress expected in reading, writing and mathematics, too few pupils make better than expected progress.
- Teaching is not consistently good quality throughout the school. As a result, pupils' progress across the school and in different subjects is variable.
- In some lessons, teachers do not question pupils well enough to find out how much pupils already know. This means that teachers sometimes give pupils tasks which do not help them move on in their learning quickly enough.
- Occasionally, teachers spend too long introducing a topic and pupils do not have enough time to work at the tasks on their own.
- Pupils do not always have opportunities to plan their work together and decide how they are going to tackle different activities.
- Pupils' work is marked frequently. However, they are not always given enough opportunity to respond to teachers' comments, so that they can make their work even better.

The school has the following strengths

- The Early Years Foundation Stage provides a good start for children and they make good progress in all aspects of their learning.
- Behaviour is good and pupils feel safe at the school. They treat other pupils and adults with respect and are keen to learn. Their attendance is improving.
- The headteacher knows what needs to be done to improve the school further. Staff, governors and parents value the improvements she has already made to the school.
- Music, art and theatre visits enrich pupils' time at the school. The school's good curriculum helps pupils develop their skills in using literacy and numeracy in their other subjects.

Information about this inspection

- Inspectors observed 19 lessons, taught by 12 teachers, of which five were joint observations with senior leaders. In addition, inspectors made short visits to lessons to observe pupils' learning in different subjects. Inspectors listened to pupils read, attended two assemblies and observed break times.
- Inspectors took account of the 28 responses to the online questionnaire (Parent View).
- Meetings were held with two groups of pupils, a representative of the local authority, members of the governing body, school leaders and other staff.
- The information from 35 staff questionnaires was taken into consideration.
- Inspectors looked at various aspects of the school's work, including documents about pupils' progress, behaviour and attendance. They checked on how the school keeps its pupils safe. They also looked at pupils' books, the school's plans for improvement, records of the checks on the quality of teaching, minutes of the governing body and external reports.

Inspection team

Elizabeth Cooper, Lead inspector

Additional Inspector

Enid Korn

Additional Inspector

Ian Hart

Additional Inspector

Full report

Information about this school

- Two Gates Community Primary School is larger than the average primary school. Children in the Early Years Foundation Stage are taught in the school's Nursery and in two Reception classes.
- Just under one third of all pupils, slightly above the national average, are known to be eligible for support through the pupil premium (the additional government funding for looked after children and pupils known to be eligible for free school meals).
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average. A minority of these pupils have behavioural, emotional and social difficulties. In 2012, a few pupils with special educational needs did not take the Key Stage 2 tests.
- Most pupils come from White British backgrounds. The proportion of pupils who speak English as an additional language is below the national average.
- A slightly higher than average proportion of pupils joins the school other than at the usual times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs breakfast and after-school clubs.
- The school does not make use of any external alternative provision for pupils.
- Since the last inspection, there have been many changes in teachers, with several leaving during the past two years, including some temporary staff.

What does the school need to do to improve further?

- Improve the quality of teaching, so that all pupils are able to make good or better progress, by ensuring that teachers consistently:
 - ask questions which check how much pupils already know, so that they can give pupils activities which stretch them fully in their learning
 - start pupils on their activities more quickly so that they do not spend too long listening to their teacher
 - check pupils' progress more often so that they can reshape tasks and provide more challenge
 - provide pupils with more opportunities to plan their work together, so that they can decide how they are going to tackle different activities
 - regularly allow time in lessons for pupils to respond to teachers' marking, so that they can correct and improve their work.

Inspection judgements

The achievement of pupils

requires improvement

- When children start in the Nursery, their skills are generally well below those typically expected for their age. Good teaching and an attractive environment help children to enjoy learning in their lessons and when finding things out for themselves in indoor and outdoor play. Children make good progress throughout the Nursery because the activities interest and challenge them. Pupils' achievement during Reception is not consistently good because teachers do not always use the information about their progress to plan their next piece of learning.
- At Key Stage 1, standards in writing and mathematics are close to the national average. Pupils do not make quite as much progress in reading because they do not always understand the meaning of some of the texts they read in class. Pupils develop good skills in linking sounds and letters (phonics) to make sense of new or tricky words, and this helps them read out loud with confidence.
- By the end of Year 6, results are broadly average in English and mathematics and almost all pupils make the progress they should. Although the proportion of pupils making better than expected progress in writing and mathematics is broadly average, fewer pupils made as much good progress in reading.
- Pupils who are disabled or who have special educational needs mostly achieve as well as pupils nationally. In 2012, pupils with these needs made particularly good progress in Year 6 because of the good teaching and support they received.
- The progress of pupils eligible for the pupil premium is similar to other pupils, given their starting-points and their particular needs. Those in Key Stage 1 did better than other pupils in 2012 because they had extra one-to-one support. At Key Stage 2, extra funding is used well to help pupils catch up in small groups with well-trained teaching assistants. The school bought resources to make reading more appealing to boys, helping boys in both key stages to make better progress. At Key Stage 2, all pupils eligible for the pupil premium did as well as other pupils in the statutory tests and assessments.
- Overall, achievement requires improvement including those who speak English as an additional language. However, the steps being taken by senior leaders to raise attainment by improving teaching and regularly checking pupils' attainment are already making a difference to pupils' rates of progress in most classes. The majority of parents and carers who responded to Parent View and all those who spoke with inspectors are confident that their children are now making good progress in the school.

The quality of teaching

requires improvement

- Although there are examples of good teaching, the quality of teaching is uneven across the school. This is why most pupils do not make more than the progress that would be typically expected of them by the end of Key Stage 2.
- In good or better teaching, teachers plan work that captures the interest of pupils. For instance, Year 2 pupils were amazed by the different types of light source shown by the teacher at the beginning of a science lesson. This exciting start contributed to the good progress made by pupils when they worked together in their groups.

- Where teachers used approaches to help reinforce pupils' learning, pupils made better progress. In an outstanding Year 6 English lesson, pupils took part in a 'hot seating' activity where they showed their partners the excellent progress they had made in working out the thoughts and feelings of a character. This activity allowed the teacher to check their progress. In other lessons, teachers did not always plan enough time during the lesson to find out how much pupils had understood. This meant that teachers could not adjust the level of challenge as effectively.
- Teachers encourage pupils to discuss the work as a whole class, and this helps pupils develop speaking and listening skills. However, teachers do not always use questions to check that individual pupils have understood the learning or to challenge pupils even further.
- Pupils enjoy working in pairs and in groups, particularly where teachers plan for them to have some choice in what they do or the resources they can use to complete the task. In a good Reception lesson, the 'choosing board' allowed pupils to make decisions about activities they could do involving 'push' or 'pull'. The good display of words on the wall helped pupils in a Years 3 and 4 lesson to make ambitious choices in their description of a hungry spider. However, in some of the teaching seen, teachers did not give pupils enough opportunity to plan how they might tackle a piece of work from start to finish on their own. At times, teachers spent too long introducing the topic, so that pupils had more limited time to work on their own.
- Teachers mark pupils' work regularly, using a colour-coded system which pupils understand and like. However, some pupils' books show that not enough time is set aside during lessons for pupils to respond to teachers' comments so that they can correct any mistakes and improve their work.

The behaviour and safety of pupils are good

- Discussions with pupils and parents, together with the results of Parent View and the staff questionnaire, confirm that almost everyone agrees that the school makes sure that pupils are well behaved and feel safe. School records show that incidents of poor behaviour are rare.
- Pupils are keen to learn. In lessons, pupils enjoy sharing ideas and resources when they work together in small groups or with their talk partners. Pupils are used to the good routines seen in most classrooms and need little prompting to bring them quickly back on task. It is only where work does not give them sufficient challenge that a few become distracted.
- The 'Wow' assemblies celebrate pupils' good behaviour as well as their learning. Year 6 pupils were praised for making a new pupil feel welcome at the school. Pupils have a good understanding of different types of bullying, including cyber-bullying. Pupils feel that there are occasional 'fall-outs' but that adults do a 'good job' in sorting them out. Adults who supervise the pupils at lunchtime confirm that pupils are safe and well behaved.
- Pupils have a good understanding of their rights and responsibilities, and also value being given responsibilities. Older pupils help with younger pupils' reading and in keeping classrooms tidy. Pupils enjoy the trim trail, chosen with the help of the school council, and are committed to improving the school environment through the school's environmental club.
- Most pupils say they enjoy coming to school, and this is reflected in their improved attendance which is now in line with average.

The leadership and management are good

- The headteacher is dedicated to the values of the school 'Love children, love learning' and knows what she wants to achieve. The headteacher's commitment to making sure everyone has the same chance to succeed was echoed in the words of a pupil: 'We treat all pupils the same'.
- Staff say they are proud to work at the school. They have acted as a team during a period of considerable change in the workforce.
- Senior leaders have thorough systems in place to find out how good teaching is throughout the school. They find out pupils' views about their learning and look at pupils' books as well as observing lessons. The headteacher and senior leaders have successfully tackled weaker teaching. The steps they have taken have already made a considerable difference to older pupils' progress in reading and writing. Newly qualified teachers have received good support from school leaders, and the progress made by pupils in their classes is good.
- Staff training has helped teachers to become more accurate in checking pupils' progress and to develop their teaching, as in using 'Thinking Hats' so that pupils can consider different points of view.
- The headteacher holds staff to account by setting challenging targets and checking that these are being met. Teachers are not rewarded with progression through the pay scales or promotion unless they teach good lessons and meet their targets.
- The subjects taught at the school help pupils increase their knowledge, skills and understanding. Whole-school book projects and reading competitions have led to improvements in pupils' reading. The opportunities to sing in the large choir and to play musical instruments, to learn about different faiths and to take part in school visits, such as the trip to Paris, allow pupils to deepen their spiritual, moral, social and cultural understanding.
- Recognising that senior leaders know how to make further improvements, the local authority has provided little support to the school. The school's partnership with other local schools has meant that teachers can discuss and try out fresh ideas in their teaching.
- The arrangements for safeguarding pupils meet statutory requirements.
- The governance of the school:
 - The governing body has an accurate view of the school and provides good support and challenge to the school in equal measure. Governors analyse the school's results and data in great detail and this gives them the tools to ask searching questions about pupils' progress and the underperformance of teachers. From their visits to lessons and meetings with staff and pupils, governors have seen how teaching has improved this year. They are pleased that writing now 'excites all children, especially boys'. Governors have a good understanding of their role because they take an active part in training provided by the local authority. They use their experience and skills especially well in keeping good links with parents and the local community and in checking the process of performance management. Governors make sure that there is a close match between how well pupils are taught and how well teachers are paid. They are fully aware of how the pupil premium grant is being used to support pupils and the difference the extra funding has made to pupils' progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124156
Local authority	Staffordshire
Inspection number	402232

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Julie Nicholls
Headteacher	Nest Llewelyn-Cook
Date of previous school inspection	30 March 2010
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