

Two Gates Community Primary School

Tamworth Road, Two Gates, Tamworth, B77 1EN

Inspection dates 7–8 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is improving strongly. They are making better progress in reading, writing and mathematics to attain improved standards, especially in Key Stage 1.
- Teaching is mostly good with some that is outstanding in Year 6. Teachers use questions particularly well to check pupils' understanding.
- Pupils make a very good start to learning and make good progress in the Nursery and Reception classes.
- The teaching of phonics (linking letters and the sounds that they make) is good.
- Disabled pupils and those who have special educational needs are well cared for and make good progress.
- Pupils' behaviour is good and contributes to the good progress they make. They say that they feel safe and get on well together.
- Pupils benefit from interesting and enjoyable learning activities that effectively promote their spiritual, moral, social and cultural development.
- The headteacher has ensured that the quality of teaching has continued to improve from the training provided for staff to improve their skills.
- Leaders', including governors, have been successful in ensuring better teaching is leading to pupils' improved progress and achievement.

It is not yet an outstanding school because

- Teachers do not always have the highest expectations of what pupils can achieve, particularly in the accuracy of their writing.
- Although there are examples of helpful marking, teachers do not consistently give pupils clear direction for what to improve, make sure that pupils correct their errors and check their corrected work.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons, taught by 13 members of staff. Four of these were observed jointly with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and school leaders. A discussion was held with an officer for school improvement from the local authority.
- Inspectors spoke to pupils during lessons, looked at their books and listened to younger pupils reading.
- Inspectors took account of written communication from parents and 23 responses to the online questionnaire (Parent View). Inspectors also spoke to parents at the start of the school day.
- Inspectors analysed responses from 35 questionnaires completed by school staff.
- Inspectors looked at information relating to: pupils' attainment and progress, their attendance, school improvement plans, records relating to the monitoring and improvement of teaching and documents relating to safeguarding.

Inspection team

David Herd, Lead inspector	Additional Inspector
Elaine Williams	Additional Inspector
Mary Maybank	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) is average. In this school it applies to pupils eligible for free school meals and those in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement by making sure that teachers consistently:
 - have higher expectations of what pupils can achieve, particularly in their accurate use of grammar, spelling and punctuation
 - tell pupils what to improve in the marking of work, make sure that pupils correct and amend their work in response and then follow up by checking their better understanding in the amendments they make and in their subsequent work
 - ensure that pupils in Key Stage 2 make consistently good progress in reading, writing and mathematics, so that their attainment rises.

Inspection judgements

The achievement of pupils is good

- Since the school was last inspected at the start of 2013, pupils' progress has increased considerably because, as a result of effective training, the teaching is now good. Pupils are currently making good progress throughout the school.
- When children start school in the Nursery, their skills are not as well developed as those expected for their age, especially in communication and language and in their personal, social and emotional development. They make a very good start in developing literacy and numeracy skills and continue this good progress in the Reception classes, so they achieve a good level of development and are well prepared for Year 1.
- Pupils' increased rate of progress over the last year has had the greatest impact on attainment in Key Stage 1, where pupils are building successfully on the skills they were taught in the Nursery and Reception classes. Phonics is taught well. As a result, younger pupils sound out letters and blend them successfully in order to read and spell words. Their attainment in the phonics check is consistently ahead of national results.
- In 2013, attainment at the end of Key Stage 1 improved in all subjects, most notably in writing. Observation of pupils' current learning, the work in their books and the school's information relating to their progress all indicate that this improvement is continuing. School data also show pupils' good progress is across a range of subjects.
- The results of national tests at the end of Key Stage 2 in 2013 showed that pupils made at least the progress nationally expected and reached average standards. Their attainment in grammar, punctuation and spelling was weaker than in other subjects, although other aspects of their writing were ahead of national performance. Observations of pupils' learning in lessons, the quality of their work and the school's records of progress show that far more pupils are making faster progress and are on course to reach higher standards this year.
- The funding the school receives for those pupils eligible for support from the pupil premium is spent effectively on extra adult help. In 2013, Year 6 pupils known to be eligible for free school meals attained as well as other pupils in the school in writing and mathematics and were one term behind in reading. School data show that eligible pupils across the school are currently making good progress.
- Older pupils' progress in reading has been slower in earlier years because, previously, teachers did not have high expectations of what these pupils should achieve. Currently, listening to pupils' reading and the school's data show that pupils are making better progress. Many pupils confidently show understanding of what they read and make inferences from the text.
- One of the key improvements in teaching is the increased challenge now posed for more-able pupils. As a result, these pupils are making good progress in reading, writing and mathematics. They are rising to the challenge of work that really makes them think.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils in the school. Their learning needs are well understood and support from teachers and teaching assistants is effective in helping them to achieve well.
- Pupils achieve well in physical education. In one lesson seen, pupils practiced throwing and catching to a competent standard because of the effective coaching they received. They enjoyed

challenging each other to achieve higher standards.

The quality of teaching is good

- Teaching has improved since the previous inspection. At that time, teachers did not ask questions to check pupils' understanding often enough to be sure that learning was successful. Currently, questions are put that ensure that teachers know where there is misunderstanding so that explanations clear up those difficulties and take learning forward.
- Teachers manage pupils' behaviour very effectively and establish good relationships. These relationships promote pupils' positive attitudes to their learning and contribute to the good progress that they make. For example, they listen intently, share ideas and engage in discussion with enthusiasm.
- Teachers have good knowledge of the subjects that they teach so they are able to plan learning effectively, including in literacy and mathematics. They make sure that work builds on what pupils can do. This means that pupils are stretched and challenged to think hard about the work they are set. For example, in a Year 6 mathematics lesson, pupils enjoyed rising to the challenge of finding the area of complex two-dimensional shapes.
- Misunderstandings are usually picked up by teachers and addressed immediately. For example, in reading, pupils' misunderstandings are quickly resolved so that their reading becomes more fluent. However, teachers do not always have high expectations of what pupils can achieve. This means that they do not always make sure that pupils make the best possible progress in grammar, punctuation and spelling.
- In the Nursery and Reception classes children are taught to cooperate when playing games and create their own structures when building. For example, in the Nursery class, the teacher intervened successfully when children could not agree about how to play a game. Teachers set a good example for pupils when speaking and provide special spaces for pupils to practise talking and writing. They use actions to help children remember what to write, but do not invariably require children to speak in full sentences when appropriate. As a result, pupils do not habitually write in sentences in the Reception classes.
- Teaching assistants work well to support the learning of pupils of all abilities. They work with groups of pupils and individuals to help them understand and make good progress.
- The teaching of phonics is good. Work is well matched to pupils' abilities. Time is never wasted in lessons and learning activities are interesting and enjoyable. Pupils read with adults who check their accuracy and understanding. Pupils are encouraged to read a wide range of fiction and non-fiction. Staff skills in improving reading have considerably accelerated the progress of most pupils.
- Teaching of the more-able pupils is good. They are given challenging tasks, together with good support, to help them make good progress.
- In their marking of pupils' work, teachers point out what pupils do well and what needs to be improved. However, they do not consistently show pupils in detail what to do to improve their work. They do not always give time for pupils to amend their work in response to the guidance given, and teachers do not routinely check pupils' corrections to ensure their better understanding and accuracy.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They pay attention in lessons and respond well to teachers' expectations of how they should behave. There is a calm atmosphere in the school that is conducive to learning. Pupils can be relied upon to move quietly around the school, sometimes without supervision.
- Pupils are very polite, because they remember the school's adopted maxim that, 'Manners cost nothing, but are priceless.' They also develop good friendships and are caring because they have been taught that, 'You don't have to be friends to be friendly.' Younger pupils learn how to cooperate, take turns and persevere.
- Pupils are enthusiastic and interested in the work the teachers set them. They enjoy a challenge. They work well with adults and appreciate the help they receive. This leads to the good progress they make.
- The pupils spoken to say they are proud of their school, keeping their classrooms tidy and presenting their work neatly. They value the facilities, including the play ground, tyre-park and trim trail. They enjoy having responsibilities and contributing to decision making through the school council.
- The school's work to keep pupils safe and secure is good. Leaders ensure that access to the school is secure and that staff are rigorously checked prior to appointment. Pupils say they feel safe and their parents agree that they are safe. Pupils have a good understanding of different kinds of bullying, including cyber-bullying, and are adamant that it never happens at Two Gates. If incidents did occur, pupils are confident that they would be dealt with effectively by staff.
- Pupils' attendance has improved year on year and is above average. Very few pupils are late for school.

The leadership and management are good

- Steps taken by the school to make improvements since it was previously inspected have been successful because plans for improvement are clearly focused on the correct priorities, which have been implemented successfully. Leaders, including governors, have an accurate view of the school's strengths and weaknesses.
- The headteacher, in particular, has been successful in improving the quality of teaching and pupils' achievement. Consequently, the school's successful track record of improvement shows it is well placed to continue to improve. Staff support the school's leadership. All are determined to make sure that pupils have equal opportunity to do well and make good progress.
- Teaching has improved strongly since the school was previously inspected. This is because the headteacher and senior leaders monitor and evaluate teaching closely and hold teachers to account for the progress pupils make. Effective feedback, guidance and training to staff have helped to improve teaching and, as a result, increase the rate of progress made by the pupils.
- Leaders hold teachers to account for their performance and do not tolerate any underperformance. Strong links are made between the performance of teachers, pupils' progress and salary progression.
- Subject and other leaders, including those who lead key stages, have been helped to become

more effective. They have received helpful support in developing their roles. They know what needs to be done to make further improvements in the school. They are, in turn, effective in supporting their colleagues in improving their practice.

- The subjects and themes the pupils are taught encourage pupils' learning. They are enhanced by visitors to the school and visits made by pupils to, for example, local places of interest or places further afield – such as Paris. Interesting assemblies, together with musical, artistic and sporting opportunities, further add to pupils' learning opportunities and help to promote pupils' spiritual, moral social and cultural development.
- Reception is well led and managed. Educational provision is good and children achieve consistently well. Relationships with parents are positive throughout the school.
- The primary sports funding is used well to develop the skills of teachers, primarily in their teaching of gymnastics. As a result of good training, teachers have developed their skills and confidence well. Pupils are enjoying their lessons and participation in physical education outside the timetable and in sport is increasing with benefit to pupils' physical fitness and well-being.
- The local authority, recognising the capacity of the school to improve, has provided appropriate support. It has commissioned the help needed and checked on the improvements that have been made.
- **The governance of the school:**
 - The governing body fulfils its duties well. It knows what the school does well and what needs to be improved. It is involved in all decisions about the future direction of the school and in reviewing the headteacher's objectives for improvement. Governors know how well the school is doing compared to other schools nationally because they are competent in analysing the available data on pupils' progress and attainment. They hold the headteacher and other leaders to account for the school's performance and in implementing improvements to the quality of teaching and pupils' achievement. They receive reports from leaders and have the understanding to challenge and question what is presented. Governors ensure that teachers are rewarded for their competence in enabling pupils to make progress, and know how any underperformance is tackled. They authorise the spending of all funds, including the pupil premium, and check on the difference it is making to eligible pupils' achievement and well-being. They ensure that statutory requirements, including those relating to child protection and safeguarding, are met.

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	442562

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	324
Appropriate authority	The governing body
Chair	Julie Nicholls
Headteacher	Nest Llewelyn-Cook
Date of previous school inspection	29 January 2013
Telephone number	01827 475051
Fax number	01827 475056
Email address	office@twogates.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

