

# Inspection of Two Gates Primary School

Tamworth Road, Two Gates, Tamworth, Staffordshire B77 1EN

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Inspection dates: 17 and 18 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act

## **What is it like to attend this school?**

Pupils enjoy learning at Two Gates Primary School. It is a welcoming and respectful place. The motto 'love children, love learning' reflects the caring relationships between the adults and pupils. Pupils feel that everyone is treated fairly.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils say that this encourages them to achieve well, and they do. Pupils work hard to become independent learners, especially in core subjects like reading and mathematics.

Pupils know that they are safe because adults manage behaviour well. Pupils respond to the high expectations leaders set. They behave well in all areas of the school. Pupils understand and follow the clear rules and routines. They feel proud when they get rewards such as 'froggers' and tokens. Pupils also enjoy the behaviour breakfasts with the headteacher. Adults help them to sort any problems out, including bullying, quickly and fairly.

Pupils appreciate the school environment, which is well equipped. The grounds provide pupils with many opportunities to play and learn. Staff use the outdoor space effectively as both a learning and nurture area. Pupils can also attend clubs such as football and art. These help them to work as a team and develop their interests.

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

Since the previous inspection, leaders have brought about sustained improvements. They have high expectations of staff and pupils. Leaders have developed a well-planned curriculum. This sets out the important knowledge that pupils need to learn and the order that they should learn it.

Leaders have ensured that staff have strong subject knowledge. This enables teachers to deliver the curriculum content clearly in many subjects, including mathematics and reading. In these subjects, leaders are effective at checking how well pupils are learning. They provide support and feedback to teachers. Teachers check what pupils know, and use this information to plan their next steps of learning. This helps pupils to remember important knowledge, successfully develop skills and achieve well. However, in a small number of subjects, leaders have not ensured that staff consistently deliver the curriculum as they intend. In some cases, the activities teachers choose do not link closely to the important knowledge that pupils need to learn. This means that, on some occasions, pupils do not remember as much as they should.

Leaders focus on ensuring that pupils become confident, fluent readers. Staff receive training and support to deliver the phonics programme well. Pupils say they enjoy reading. They read books that match the sounds they know. Pupils who are at

risk of falling behind get the support that they need to catch up. These pupils say that their teachers help them to get better at reading.

Children in the early years benefit from a warm and nurturing environment. They experience a rich curriculum that gives them the necessary skills to prepare them for Year 1. Children develop positive relationships with adults and play and learn well together. Adults take every opportunity to develop children's vocabulary by modelling clear language. Leaders have ensured that children's learning builds on what they have done before. For example, in Nursery, children learn to recognise full, empty and half-full beakers of water at the water tray. In Reception, they then develop their understanding of measuring by using simple recipes to make 'cakes' in the mud kitchen.

Staff identify pupils with additional needs quickly. Leaders ensure that these pupils get the right support to enable them to succeed, including in the early years. As a result, most pupils with SEND achieve well from their starting points. The nurturing ethos of the school helps these pupils to be part of the school community.

Pupils have positive attitudes to their learning. They are keen to learn and generally apply themselves well. As a result, pupils rarely disrupt the learning of others. Where this does happen, they say that teachers deal with it effectively.

Leaders have a firm commitment to preparing pupils to be ready for life in modern Britain. Staff make sure they listen to pupils' opinions in classroom discussions and through 'student leadership teams'. Pupils take on responsibilities with pride, including being peer mentors or eco-leaders. Pupils develop a good understanding about other cultures, faiths and backgrounds. They understand values such as tolerance and respect, and know that everyone should be treated equally. Pupils enjoy residential visits to outdoor activity centres and to France. These experiences help to develop their confidence and character.

Staff are overwhelmingly positive about the school. They appreciate that leaders care about their workload and well-being. The trust provides staff with helpful training and support.

Many parents and carers are positive about the school. They value the welcoming ethos. However, there are some parents who do not feel that the school communicates well enough about changes and about how well their children are achieving.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a robust culture of safeguarding. The trust provides an extra layer of accountability by regularly checking that safeguarding is effective. Leaders ensure that all staff know the potential risks pupils may face. Staff understand and follow clear procedures to report any concerns they may have. Leaders act promptly to

concerns if needed. They keep clear records of the actions they take to keep pupils safe. Leaders work with outside agencies to get pupils and parents the right support. Staff teach pupils how to keep safe, including when online. Pupils know that they can share their worries with adults.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects teachers do not consistently deliver what leaders intend pupils to learn. When this happens, pupils do not remember as much key knowledge as they should. Leaders should ensure that teachers receive support and training to enable them to deliver the curriculum as intended, so pupils can build up secure knowledge over time.
- Some parents do not always feel well informed about their children's learning or changes in the school. Leaders should improve how they communicate with parents, so they understand the work the school is doing to support their children's education and well-being.

## **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](#)' 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

<b>Unique reference number</b>	146513
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10267809
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Vickers
<b>Headteacher</b>	Nêst Llewelyn-Cook
<b>Website</b>	<a href="http://www.twogates.staffs.sch.uk">www.twogates.staffs.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Two Gates Primary School converted to become an academy school in December 2018. When its predecessor school was last inspected by Ofsted, it was judged to be inadequate overall.
- This school is part of The Arthur Terry Learning Partnership.
- The school operates a breakfast club and an after-school club.
- The school makes use of two settings of alternative provision. One is registered and one is unregistered.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.

- The inspectors carried out deep dives in early reading, mathematics, history and geography. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspectors held meetings with the headteacher, the assistant headteacher, curriculum leaders and the special educational needs coordinator. They met representatives of the trust.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- Inspectors took account of responses to Ofsted's online survey, Parent View, the pupil survey and the staff survey. Inspectors spoke informally with parents on arrival to school.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- Inspectors considered the school's safeguarding arrangements. They checked the school's single central record of recruitment checks on adults working in the school. The lead inspector met with the designated safeguarding lead and reviewed the school's actions to support vulnerable children, sampling relevant records.

### **Inspection team**

Corinne Biddell, lead inspector	His Majesty's Inspector
John Bates	Ofsted Inspector
Susan Ray	Ofsted Inspector

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