

# Two Gates Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	124156
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340501
<b>Inspection dates</b>	30–31 March 2010
<b>Reporting inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Nicholls
<b>Headteacher</b>	Mrs Nest Llewelyn-Cook
<b>Date of previous school inspection</b>	26 September 2006
<b>School address</b>	Tamworth Road Two Gates Tamworth
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<b>Email address</b>	headteacher@twogates.staffs.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 28 lessons and observed 11 teachers. They held meetings with the Chair of the Governing Body, staff and groups of pupils. They looked at samples of pupils' work, the tracking of pupils' progress, school policies, school improvement planning, safeguarding documentation, the minutes of governors' meetings and reports from the School Improvement Partner. The questionnaires received from pupils, staff and 41 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of current initiatives to improve attainment and progress in English
- how well teaching is adapted to meet the needs of different groups of pupils, especially the more able, and those pupils with special educational needs and/or disabilities
- the effectiveness of monitoring and evaluation in informing the school improvement plan, and providing governors with information so they are able to develop their role in challenging the school's performance
- how well boys' early literacy skills are promoted in the Early Years Foundation Stage.

## Information about the school

In this large school the vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion of pupils with a statement of special educational needs. The school offers Early Years Foundation Stage provision in two part-time Nursery classes and two Reception and Year 1 classes. The school has attained a number of awards, including Healthy School, Activemark Eco Silver status, the Basic Skills Primary Quality Mark, the Becta ICT mark and the International Inclusion Quality Mark. An extended school day is offered to pupils through an after-school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Two Gates Primary School provides a satisfactory education. It is a happy place and typically, a parent commented: 'It is a friendly school with a welcoming atmosphere. The teaching staff are helpful and enthusiastic, and our children have flourished in this environment both academically and socially.' Pupils spoken to say they enjoy school, and there is nothing they would change. They like their teachers and find their lessons fun. Their understanding of what constitutes a healthy lifestyle and how to stay healthy is good. The acquisition of Healthy School status reflects the school's commitment to this aspect of pupils' education. Pupils have a good knowledge of how to keep safe, and almost all parents and carers who returned the inspection questionnaire agreed their child is kept safe in school. Safeguarding documentation is outstanding, and the governing body has been successful in ensuring all statutory procedures are securely in place.

After an outstanding start to school in the Early Years Foundation Stage, pupils achieve satisfactorily in Key Stages 1 and 2, and their attainment by Year 6 is broadly average in English and mathematics. In science, attainment is well above average. This is because of the effective 'Big Question' sessions, and the emphasis on practical investigations. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of the support they receive. Although over the last three years attainment has risen overall, English has lagged behind other subjects, especially writing. There are a number of reasons for this. Assessments are not always accurate and information is not used well enough in planning by all teachers to ensure activities match pupils' needs, especially the more able and those with special educational needs and/or disabilities. This stops their progress from being good. Teachers are using different strategies, for example focused group work in writing and in mathematics, to accelerate progress. However, this is more effective in some year groups, such as Years 2 and 6, than in others. The extent to which pupils are informed about how they can improve their work or have opportunities to assess their own learning is not yet consistently good across the school.

The school leaders know the strengths and weaknesses in provision and recognise that the school improvement plan is not a sufficiently sharply focused tool for driving up attainment in English and mathematics. Self-evaluation is overly generous and is not rigorous enough in assessing the impact of actions taken on pupils' day-by-day learning and progress. Underachievement is not tackled quickly enough. Many actions have been taken to raise attainment in writing. However, these actions are not checked on sufficiently frequently to provide governors with sufficiently regular information about their impact on learning. Teachers are not involved enough in monitoring and evaluation

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activities. For example, scrutinies of pupils' work are not carried out together, so that teachers develop a shared understanding of what is meant by good progress. The effectiveness of monitoring and evaluation is, however, improving. Since the last inspection attainment in science has risen considerably, and more pupils are attaining Level 5 in mathematics and science than in the past. A system of setting targets for pupils is in place, and pupils have a good understanding of different communities living within the United Kingdom. This response to the key issues raised at the last inspection shows that the school has a sound capacity for further improvement.

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

- Make certain that progress in English, especially writing, and in mathematics is good throughout the school by:
  - ensuring assessments accurately reflect pupils' knowledge, skills and understanding
  - supporting teachers in developing their competence in planning precisely the next steps in learning for all groups of pupils, especially the more able and those with special educational needs and/or disabilities
  - providing opportunities for teachers to learn from each other how to use strategies effectively to accelerate pupils' progress on a day-by-day basis
  - involving pupils more in knowing how well they are learning, and providing them with written feedback that clearly identifies strengths in their work and how to improve further, especially in writing.
- Strengthen monitoring and evaluation procedures by:
  - providing a stronger focus in the school improvement plan on the need to improve basic literacy and numeracy skills, and providing governors with regular feedback on progress in these areas
  - involving teachers more in checking pupils' progress through monthly scrutinies of pupils' work, matching this to planning and assessment information
  - following up any underachievement rapidly and monitoring the impact of actions taken on a half-termly basis.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy school and are keen to learn. This enthusiasm for learning starts in the Early Years Foundation Stage, where progress is outstanding. Although this outstanding progress has not been built upon consistently well in the past, as the quality of teaching is improving so is pupils' progress. In Years 2 and 6, progress is good. This is because the work pupils are given in lessons is matched carefully to all their differing needs. This

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was exemplified in an outstanding Year 6 mathematics lesson, where pupils explored the areas and perimeters of different shapes, and in a good Year 2 lesson, where pupils made good progress in learning how to write a set of interesting instructions. In both lessons careful planning, based on accurate assessment information, ensured pupils of all abilities were challenged in their learning, and tasks that sustained their interest allowed them all to be actively involved in the lesson. Expectations of what pupils were able to achieve were high. In other year groups, expectations were not high enough for all groups of pupils, and pupils did not make the progress they were capable of. Consequently achievement is satisfactory rather than good.

Pupils behave well in class and around school. They are happy, confident and develop good personal and social skills because the school provides an inclusive environment where pupils feel safe. Relationships are friendly and positive, and pupils have a good understanding of right and wrong. They are eager to help others, for example as Eco committee members or healthy tuck shop assistants. They enjoy taking responsibility for organising fundraising events such as Jeans for Genes, Children in Need and Comic Relief. The active school council works enthusiastically with the local network of schools to share ideas and concerns. As a group of schools they have decided to work together to gain the Eco Green Flag.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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## How effective is the provision?

Teachers know their pupils well and they succeed in establishing orderly classroom routines so pupils settle to work quickly. Most make learning fun for their pupils. The curriculum is interesting and staff work hard to make links between subjects to make learning relevant. Visits to places such as Tamworth Castle, the Kingsbury water park and local secondary schools add further interest and enjoyment. French is taught throughout school and last year saw the school's first international residential visit to Paris. This is now an annual event, and the current Year 6 pupils spoke excitedly about their forthcoming trip. Visitors and clubs also add enjoyment. However, although there are strengths in the curriculum it is not yet matched well enough to meet the needs of all pupils, especially the more able and those with special educational needs and/or disabilities. Assessment information is not used precisely enough and shortcomings in teaching as identified in school leaders' monitoring records mean that pupils make satisfactory rather than good progress.

Pupils agree that they have an adult to turn to if they want to talk about something or need help. They are confident that if any bullying occurs it will be dealt with quickly and fairly. The support provided to pupils with special educational needs and/or disabilities meets their needs satisfactorily. All staff have received nurture training and the nurture sessions in 'The Den' provide a valuable resource for vulnerable pupils. Parents and carers are appreciative of the after-school club called 'Stripes,' which provides a good resource for their children at the end of the school day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

In this inclusive school, equal opportunities are promoted appropriately although pupils, especially those who are more able and those with special educational needs and/or disabilities, do not consistently make good progress. The headteacher and senior leadership team have the same shared determination to drive up attainment and have worked hard to overcome the underachievement of the past. Teaching is improving and in some year groups it is consistently good or better. However, leaders have not been rigorous enough in following up and eradicating the shortcomings that they have

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identified in teaching to ensure the good progress needed to raise attainment further. Governors are supportive and are particularly robust in discharging their statutory responsibilities regarding safeguarding pupils. This is given a high priority and all requirements are fully met. Staff have regular updates in child protection training and are well equipped to deal with concerns. The governors' role of challenge is developing as they are becoming more aware of the weaknesses in provision. The school promotes community cohesion well and, as a result, pupils have a good understanding of the different cultures and faiths within the United Kingdom and the wider world. Good partnerships with outside agencies and other local schools have had a positive influence on the pastoral care, guidance and support given to pupils and on the enjoyment shown by pupils for the curriculum.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children's skills, knowledge and understanding when they join the nursery are below those expected for their age, especially in communication, language and literacy. Progress is outstanding, because assessment information and resources are used most effectively to provide them with purposeful, enjoyable activities. There is an excellent balance between teacher-led activities and those chosen by children, which develops their independence very well. They have excellent attitudes towards learning, as was seen when children excitedly used information and communication technology (ICT) to sort different materials, or to draw a cactus as seen in the desert. Others eagerly concentrated as they used the construction toys to take the 'care bears' on a train ride



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to the seaside. Healthy lifestyles are promoted very effectively not only through healthy eating, but also because children have numerous opportunities to be fit and active in the outdoor environment. Relationships between children and with staff are outstanding and, as a result, children develop outstandingly well both personally and socially. The leader of this key stage is very knowledgeable about how young children learn and this knowledge is used most effectively to continually improve provision. Knowing that boys in the past have not progressed as well as girls in aspects of communication, language and literacy, she has worked with staff to develop writing opportunities which encourage boys to record their ideas. New boy-friendly reading books have been introduced alongside daily sessions of teaching the names and sounds of letters. Assessment information shows these strategies have been very effective and the gap between boys' and girls' attainment in all aspects of communication, language and literacy is narrowing. The leader ensures all requirements for the welfare and learning of children are met securely.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Although the return of the Ofsted questionnaire was quite low, the questionnaire recently sent out by the school had a much higher response. Both questionnaires showed that almost all parents and carers agreed their children enjoyed school and were kept safe. There were no significant areas of concern. Although all of those who responded to the Ofsted questionnaire think teaching and leadership and management are good, inspectors judged these aspects to be satisfactory. Although good teaching is evident in the Early Years Foundation Stage, Year 2 and Year 6, this is not consistent in other year groups. Also leadership and management are not yet effective in ensuring all pupils make good progress throughout the school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Two Gates Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	54	17	41	2	5	0	0
The school keeps my child safe	27	66	13	32	1	2	0	0
The school informs me about my child's progress	16	39	25	61	0	0	0	0
My child is making enough progress at this school	15	37	25	61	0	0	0	0
The teaching is good at this school	21	51	20	49	0	0	0	0
The school helps me to support my child's learning	22	54	19	46	0	0	0	0
The school helps my child to have a healthy lifestyle	20	49	20	49	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	41	18	44	0	0	0	0
The school meets my child's particular needs	23	56	17	41	1	2	0	0
The school deals effectively with unacceptable behaviour	14	34	23	56	1	2	0	0
The school takes account of my suggestions and concerns	15	37	24	59	1	2	0	0
The school is led and managed effectively	21	51	20	49	0	0	0	0
Overall, I am happy with my child's experience at this school	19	46	22	54	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 April 2010

Dear Pupils

Inspection of Two Gates Community Primary School, Tamworth, B77 1EN

Thank you for being so friendly and polite when we inspected your school recently. It was interesting to watch you learn, listen to your views and find out how well you are doing. I also read the questionnaires completed by you, the staff and your parents and carers, and these gave us lots of important information. We think your school gives you a satisfactory education. These are the things we found that your school does well.

You get a very good start to your education in the Early Years Foundation Stage (Nursery and Reception).

Your attainment in science by the end of Year 6 is much higher than that found in most primary schools.

You enjoy learning and your behaviour is good.

Your school cares for you well, and teaches you a lot about how to be healthy and to care for others.

You really enjoy and benefit from the many fun activities, clubs, visits and visitors to your school. I hope those of you going to Paris have a wonderful time and I wish you 'Bon Voyage'!

Your headteacher, staff and governors make sure your school is a very safe and secure place to learn.

To become a good school there are two things we have identified for your headteacher, staff and governors to improve. These are:

- to make sure that all of you make good progress in English, especially writing, and in mathematics in every class throughout the school
- for school leaders to improve the way they check how well everyone is learning.

We really enjoyed our time in your school and thank you again for taking the time to talk to us. To make your school even better, you can help your teachers by continuing to listen carefully and working hard to do your best in lessons. Also, ask your teachers to tell you why your work is good, and how you can make it better.

Yours sincerely

Lois Furness

Lead inspector

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