

# Inspection of a good school: Tanfield Lea Community Primary School

Tanfield Lea, Stanley, County Durham DH9 9LU

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Inspection dates: 10 and 11 May 2022

## Outcome

Tanfield Lea Community Primary School continues to be a good school.

## What is it like to attend this school?

Pupils at Tanfield Lea Primary are very proud of their school. They are keen to share experiences and show their work. Pupils work hard in lessons and appreciate the 'Learning Dip' approach to sharing problems. They enjoy talking about their challenges. Pupils value the advice they receive from their peers to help them tackle tricky situations in lessons. Pupils are not afraid of making mistakes. They persevere when they find their learning more demanding.

Playtimes are a hive of activity. Pupils enjoy using the wide range of equipment which is available to them, including the bikes and swings. They play happily together. Pupils are kept safe and feel safe in school because adults sensitively deal with any concerns pupils may have.

Pupils behave well both in lessons and when moving around the school. They are well mannered, polite and friendly to staff and each other.

Leaders are highly ambitious for all pupils. Leaders have created a 'School Charter' which incorporates a range of opportunities for pupils to develop their independence, confidence and self-esteem. All staff are determined that pupils gain the knowledge and skills they need to be successful, responsible members of the community.

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

Leaders and staff have worked successfully together to create a well-sequenced curriculum which raises pupils' aspirations and gives them memorable life experiences. The curriculum is designed to provide pupils with a range of opportunities to nurture and develop their interests and talents. For example, the choir enjoy singing at the Gala Theatre.

Reading is given a high priority. All staff see the importance of developing pupils' love of reading. Pupils enjoy listening to adults read to them and visiting the school's well-stocked

library. Pupils talk enthusiastically about a range of authors, and they are confident to talk about the books they have read.

From starting in pre-school, staff introduce children to books and stories. Staff teach children how to listen carefully to support their learning of phonics. However, leaders have identified that the current approach to teaching phonics is not consistent across the school. Leaders have plans in place to introduce a new phonics programme to support the teaching of early reading. Staff have recently completed training in this phonics programme and new phonics reading books have been purchased.

The mathematics curriculum is well organised. It is a strength of the school. Teachers ensure that pupils know more and remember more by reminding them of their previous learning and building on what they already know. Pupils remember what they have been taught. For example, they use their knowledge of times tables to solve problems in Year 4.

Teachers use different ways to successfully check pupils' learning in English and mathematics. Leaders are aware that in other subjects assessments do not check pupils' learning as well. This means that gaps in knowledge and misconceptions are not addressed as quickly as in mathematics and English.

In early years, there are many opportunities for children to work independently and cooperatively. Concentration levels are good. Children access a creative, language-rich learning environment. Adults and children share positive relationships. This helps to develop children's self-confidence. Adults are well trained. They successfully extend and develop the children's language and vocabulary.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers ensure that they can access the full curriculum. Staff receive training on a wide range of specific learning difficulties, so they know how to help pupils to succeed. All pupils, including those with SEND, have clear plans and targets for their next steps in learning. Leaders review these targets regularly to check how well pupils are doing.

Pupils are happy. They enjoy learning and are enthusiastic about the wide range of opportunities available to them. The personal, social, health and economic education curriculum helps pupils to understand that some people may be different from others. Pupils are taught how to keep themselves healthy and safe. There are a range of opportunities for pupils to be active citizens in school. For example, pupils can apply to become school councillors and team captains. They appreciate the responsibilities they are given.

Leaders have high expectations for pupils' behaviour. Pupils understand these expectations. They follow school rules and clearly articulate the rewards and sanctions used. Pupils listen carefully to teachers and cooperate well with their peers.

Governors visit the school regularly. Leaders have a clear understanding of what is working well in school and what they need to work on next. Leaders and governors place a high priority on supporting staff. Staff appreciate the support they receive from school

leaders. Morale across the school is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority. Regular training helps staff to recognise the dangers and risks that pupils may face. Leaders make swift referrals to ensure that pupils and families receive the help that they need. Parents are positive about how the school keeps their children safe.

Pupils are confident that the adults will listen and help them if they have a problem. The curriculum provides a range of opportunities for pupils to learn about potential safety risks. For example, pupils learn how to recognise unhealthy relationships and how to keep themselves safe when online.

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

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

- Leaders have identified that the current phonics scheme is not consistently implemented across the school. This means that some pupils do not learn and practise sounds consistently as well as others do. Leaders have purchased a new phonics scheme. Leaders must ensure that the new phonics scheme is successfully implemented so that phonics is consistently and effectively taught.
- Leaders have identified that in some wider curriculum subjects the assessment of pupils' learning needs further refinement. Leaders have started to develop assessments of wider curriculum subjects. This work needs to be completed and new assessment procedures should be introduced so that pupils' skills and knowledge in all curriculum areas are checked accurately.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2017.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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>	131545
<b>Local authority</b>	Durham
<b>Inspection number</b>	10211503
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carole Dillon
<b>Headteacher</b>	Kay Hemmings
<b>Website</b>	<a href="http://www.tanfieldlea-primary.durham.sch.uk">www.tanfieldlea-primary.durham.sch.uk</a>
<b>Date of previous inspection</b>	28 February 2017, under section 8 of the Education Act 2005

## Information about this school

- There is an on-site breakfast club managed by the school.
- Since the previous inspection, there have been additional places provided for pre-school children.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector examined information about safeguarding and met with the safeguarding leader.
- The inspector held discussions with the headteacher, the deputy headteacher and other senior leaders, subject leaders and members of staff. She met with members of the governing body and held a phone conversation with the school improvement partner.
- The inspector reviewed the school's self-evaluation and the leaders' plans for improvement.

- The inspector observed pupils' behaviour in lessons and around school, including lunchtime. The inspector also met with groups of pupils to discuss their views of the school.
- The inspector carried out deep dives in reading, mathematics and science. This involved examining curriculum plans, visiting lessons, looking at pupils' work, meeting with subject leaders and speaking to pupils and teachers. The inspector observed pupils read to a familiar adult.
- The inspector considered the views of staff, pupils and parents as part of the review of the responses to Ofsted's online surveys.

### **Inspection team**

Alison Stephenson, lead inspector

Ofsted Inspector

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