

Dear Parents and Carers,

July 2024

We really appreciate the feedback you give us through our annual questionnaire. Every year it helps us to know what is working well, as well as suggesting some things for us to consider too.

We have put together a summary of both the Parent View form (the Ofsted Feedback online form) and the specific questions we wanted to ask.

We are now in a position to be able to share these with you and, where applicable, comment on what you have said or suggested. **Our comments are in green.**

I hope you can find time to read this document. You will also find a copy on the website.

Thanks again for taking the time to complete this.

Many thanks.

Kay Hemmings

Head Teacher



Opening Doors, Enriching Lives

PARENT VIEW SURVEY

APRIL 2024 50 responses made 1 response = 2%.

Question		Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
My child is happy at this school		97%	0%	2%	0%
My child feels safe at this school		98%	0%	2%	0%
The school makes sure its pupils are well behaved. (e.g.		92%	0%	2%	6%
My child has been bullied and the school dealt with the bullying quickly and effectively.	NOT BEEN	Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
	74%	14%	6%	2%	4%
The school makes me aware of what my child will learn during the year.		98%	2%	0%	0%
When I have raised concerns with the school they have been dealt with properly.	NOT Raised any	Strongly Agree+Agree	Disagree	Strongly Disagree	Don't Know
	28%	60%	6%	2%	4%
Does your child have special educational needs and/or disabilities (SEND)? (yes or no)		Figures based on less than 12 responses			
If yes, 'My child has SEND, and the school gives them the support they need to succeed.'		100%	0%	0%	0%
The school has high expectations for my child.		90%	0%	2%	8%
My child does well at this school.		98%	0%	2%	0%
The school lets me know how my child is doing.		96%	4%	0%	0%
There is a good range of subjects available to my child at this school.		98%	2%	0%	0%
My child can take part in clubs and activities at this school.		92%	4%	0%	0%
The school supports my child's wider personal development.		92%	6%	0%	2%
I would recommend this school to another parent.		96%	4%		

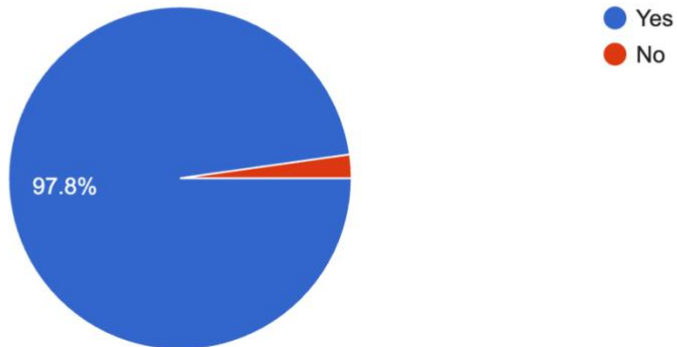
Parent Questionnaire Responses – April 2024

45 parents responded to this section of the Questionnaire

Section 1 – Safety in School

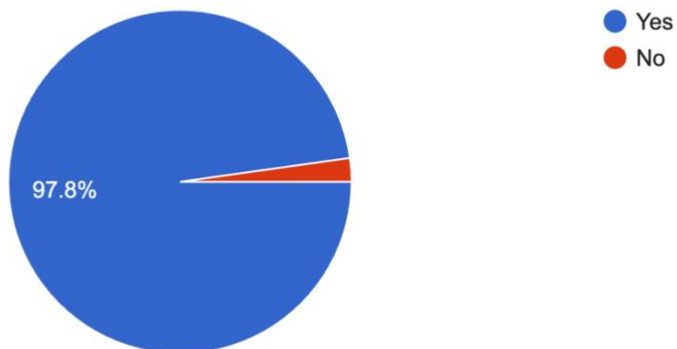
Does your child feel safe in school?

45 responses



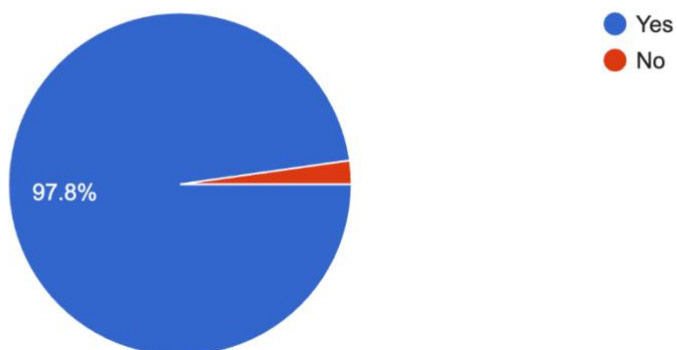
Do you feel your child is safe in school?

45 responses



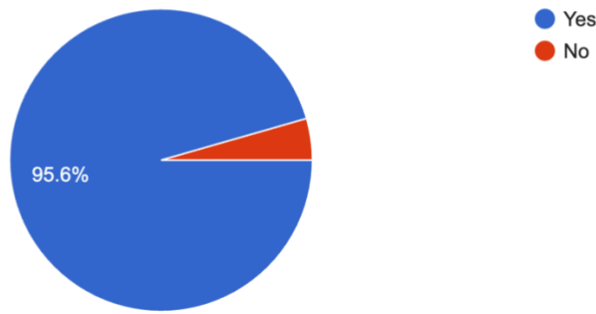
Does your child know who they can speak to if they are upset or unhappy at school?

45 responses



Do you feel the school teaches your child how to lead a healthy and active lifestyle and how to keep physically and mentally healthy?

45 responses



Please feel free to write any further comments below. If you answered no for any of the statements, can you explain why, as this could help us to improve our practice.

Mrs Dunham is fantastic

My child is a quiet child who will not always tell staff what is wrong at school and will wait till I collect to tell me. I have spoken to his teacher about this and communicate with her if something has happened at school and he has been upset about it at home. His teacher has been amazing by supporting him with this and helping with any issues we have had, solving the issue or just having a chat with him. (Y1)

Lots of opportunities to be involved in physical activity. PSHE lessons focus on personal development too. At times, the behaviour system causes my child anxiety. A loss of privilege time at the start of the week can affect their mindset for the whole week and impact on their enjoyment of school life. (Y5)

We are sorry to hear that a loss of PT can impact on your child for the rest of the week. Sometimes children can earn the PT back however they are aware of the system and we hope that the consequence makes them reflect on their choices and improves behaviour moving forward.

My child transferred from another local school after feeling unsafe while at school , extreme anxiety issues and no action or help being offered from previous school . Since moving to Tanfield my child has blossomed and grown in confidence and she knows she has many teachers she can go to at anytime and they will help her . She has also improved academically , because she is happy and able to learn in a safe happy place. Best decision we've ever made , can not rate the school and staff which make it highly enough. Lovely , professional, approachable people who clearly have the well being of their children as their most important priority. (Y4)

Ongoing issue with another child. Incorrect action taken. My child says she doesn't want to hand her phone to teacher as she feels unsafe when this child is around. Issues arose in year 3 and currently ongoing. Multiple reports have been made. I understand the school find it hard to do anything else other than put it in file, however situations between my daughter and child in question is progressively getting worse. (Y6 and Y2) We remind children all the time that they must speak to an adult if they are worried about something, or use our worry box. Whenever concerns are shared with staff they act on them. We can support the child and give consequences when poor choices are made. If the behaviour continues then we take further action. These incidents are recorded but action is always taken too. With regards to the phone, children are expected to hand their phone in because there are safeguarding risks associated with unrestricted access to these devices. So to keep everyone safe, the teacher keeps the phone safe until the end of the day.

Lovely school. My child is in reception and is doing brilliant academically. Fantastic teachers who she feels comfortable learning with. (Reception)

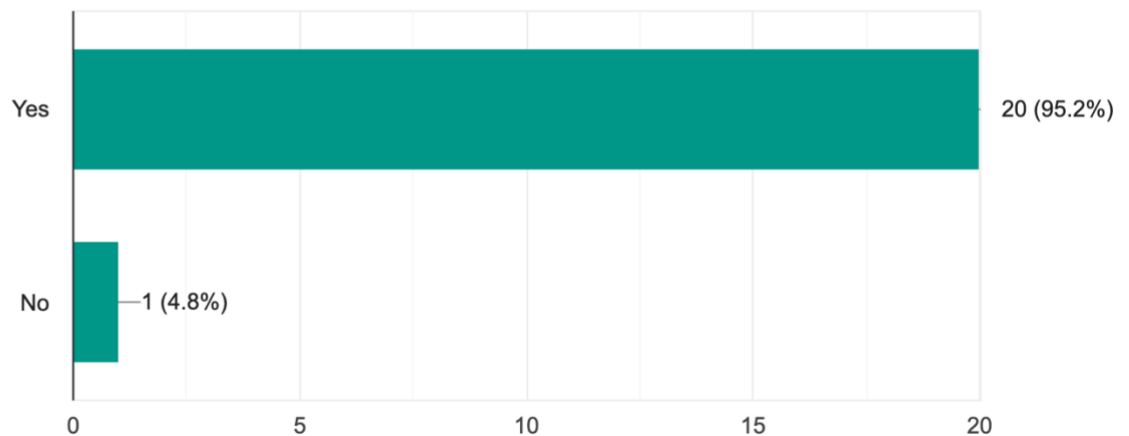
RE Healthy lifestyle question. We don't agree with "clean plate" promotion. Children should be encouraged to eat until they are full and not encouraged and incentivised to eat beyond this just to get rewards such as stickers etc. (Rec) **The issue we have is that a number of children don't attempt to eat their dinner as they are so keen to get out to play or are distracted by their friends. To support them the Play Supervisors implemented the reward for having a 'clean plate'. We aren't forcing children to eat, just encouraging them.**

Both of my children are happy and healthy and I believe school has a big part to play in this. (Y5 and Y3)

Section 2: Action taken since last year's feedback

Careers (Only applicable if your child is in Y5 or Y6) Following the questionnaire last year some parents offered to come and speak to the children a...hearing first hand about different career options?

21 responses



Please add any other comments below:

I think its great that you provide this and it really inspired my son. (Y6 and Y4)

Our child actually came home and spoke about this, telling us about app design. (Y5)

Great idea for the children as it opens their minds or possible opportunities. Agree this is really great idea. (Y6 and Y2)

Yes this is a great opportunity for the students (Y5 and Y4)

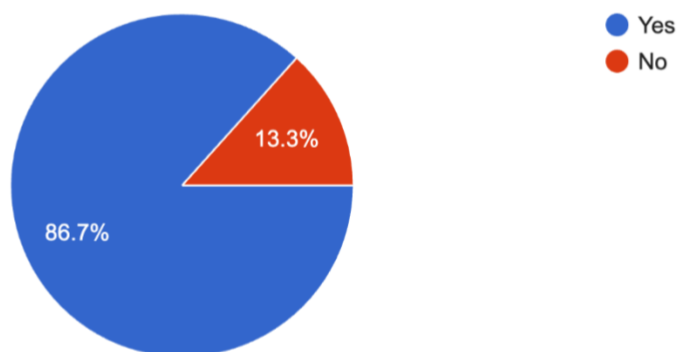
My child has never mentioned anything about different careers (Y6 and Y1) **We're sorry your Y6 child has not spoken to you about this. If you ask them, I am sure they'll be able to tell you who they have had come to speak to them.**

Success Cards (Applicable for all children) – The comment was there was a lack of consistency between year groups and how often the stamps were awarded. We reviewed this and have endeavoured to be more consistent across school.

Children need 10 stamps in their organiser to achieve a Success Card.

Does your child have stamps in their organiser this year acknowledging when they have done something particularly well?

45 responses



Please add any further comments:

Success stamps do take a long time to accumulate and can lack momentum - as parents we can forget to check. Perhaps the profile needs raising to increase buy in - our child does not tell us when stamps have been achieved and therefore does not fully buy into it. (Y5)

I have not noticed anything about any stamps (Rec)

I feel this could be explained further to parents as I was unaware of the success cards until my child received one. (PS)

My child has had stamps this year, but they don't seem to be very often. (Y3)

They do have stamps in their organiser but I feel like they are inconsistent and an afterthought. (Y2)

Yes but still varies between teachers. (Y5 and Y4)

This has improved and both my children have had fair stamps this year and feel valued for their achievements (Y4 and Y2)

Still seems to be some inconsistency between teachers (Y3)

My child has stamps on the success card, however I feel it takes a long time to complete them. (Y4)

Although there have been a few stamps, I still don't feel there is any consistency or structure to achieving them. There are times I would have expected my child to certainly get a stamp, but they didn't. My child would love a success card but doesn't really know what to do to get stamps- seems fairly random and sporadic. (Y3)

1/2B- only 1 stamp achieved this year. On track child, no issues raised at parent's evening etc. Confidence has been affected this year. Can they only be proud of one thing of one thing from this whole year so far? (Y1)

Not given all that often over the last few years (Y6 and Rec)

As these comments are similar, we thought it better to put one response to them all.

86.7% of parents feel that their child is acknowledged when they have done something well. This is not only just through Success Card stamps, praise is given in a number of ways.

Success Card stamps do take a period of time to accumulate. It's a shame if your child does not tell you when they have achieved one. We promote and celebrate the completion of a full certificate every week in assembly. The record is in the back of the child's Personal Organiser. A very small minority of children lose their Personal Organiser. If this is the case, they can purchase a new one (£1) and in the meantime the teacher could keep a record of the stamps they have.

Information about the Success Cards is always shared at the 'Meet the Teacher' sessions and the PowerPoint from the meeting is uploaded to the website for those who have not been able to attend. We will also consider including something on the September newsletter too, especially for new Pre-School and Reception parents as they do receive a lot of information prior to their child starting with us.

Success Card stamps aren't something children will get every week. We want children to be intrinsically motivated and Success Card stamps are when they do something that stands out. We aim to award children at least 6 a year (an average of a stamp per half-term and they need 10 stamps for a certificate) but they may get more than this.

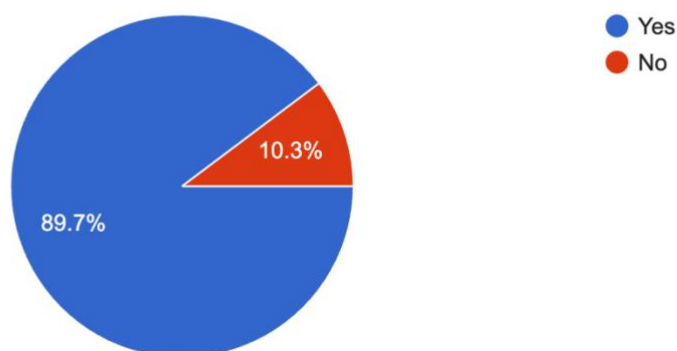
It is difficult to be consistent from teacher to teacher and they are certainly not an after-thought.

We have guidelines for teachers so that they can be as consistent as possible.

Assessment Information (Applicable for all children other than Pre-School) – Parents asked if we could give more information on children's attainment regarding children who were working below the expected standard. We have changed the sheets and the end of year report to give more information. Children's attainment and progress is always discussed at the Parent Meeting. The assessment information is just sent to parents so they have a record of this.

Do you find this more useful than the previous version?

39 responses



Any further comments:

Thank you for taking the time to do these. (Y6 and Y4)

I don't think they are very personal to the child and targets are the same for all children. (Y1)

It's good to see exactly where your child is in relation to age related expectations. When a child is behind and accessing intervention sessions, could this be communicated to parents? (Y5)

I love getting these regular updates , it ensures you can keep a close eye on what's going on with your child with out too much time passing from the last one so any issues can be easily pinpointed (Y4)

I think this has no value. (Y5 and Y4)

No changes noticed as child is in Y1 (Y1)

Both ways are fine. (Y5 and Y3)

I think that this is not specific enough what is my child(ren) struggling with (Y6 and Rec)

Again it seemed better to give one response to these comments:

The vast majority of parents can see an improvement in this – 89.7%

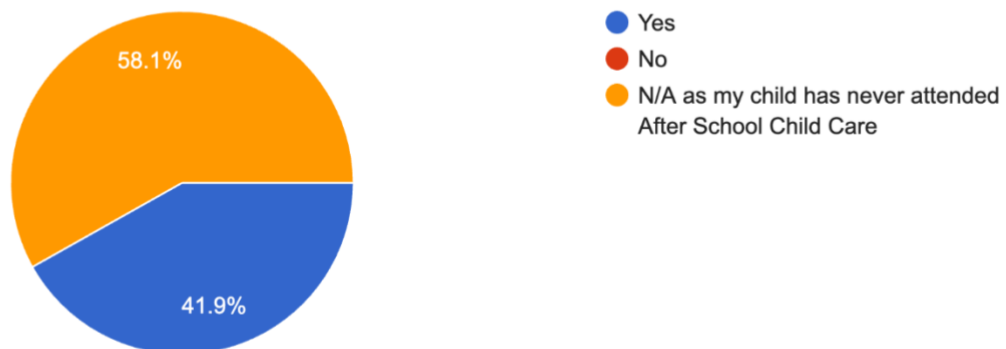
The assessment information does not set out to give personal feedback. It is just the assessment data we have for your child. It will have been discussed at Parent Meetings and the meeting is the opportunity for more detail to be given (what their specific targets are and any intervention they are accessing) – it's not an end of year report – you get this annually. It keeps you up to date on how your child is progressing so that throughout the year you are clear on the progress they are making.

After School Child Care (Applicable for parents of children in Rec through to Y6) – Parents felt there was not any flexibility with the cost, according to how long a child was attending. It was £7.50 regardless at whether the child stayed 15 minutes or 2 hours. We discussed this with CnS and changes were made.

Parents can now pay £3 for Child Care/Activities up to 4:30 p.m. or an additional £4.50 for a later pick up to 5:25 p.m.

Do you find this better?

43 responses



Any further comments:

My little boy loves attending after care, the staff are excellent with him. (Y1)

I have looked at the after school child care before however made other arrangements because of the price. I am pleased to see it has been reduced. (Y2 and Rec)

This has been great for me and supported me financially. (Y5 and Y4)

It's a great thing if I ever need to send the boys as it would usually only be for a short time so is more affordable (Y4 and Y2)

The after school arrangements are an excellent option to manage childcare around work commitments. (Y5)

I did not know this was an option (Y6 and Rec)

It's great that parents recognise and appreciate the change here. Thank you for the feedback.

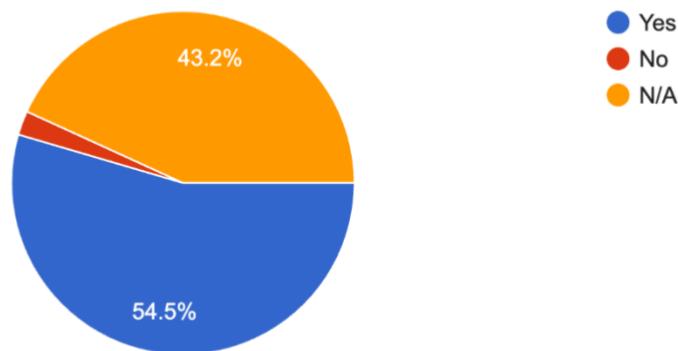
Free After School Clubs run by teachers and Teaching Assistants (Applicable for parents of children from Y1 to Y6)

This year we have increased the number of free clubs we offer. These *include* football (Y5/6), choir (Y3-6), School Council (elected members Y2 – Y6), Art and Crafts Club (Y2), Cookery Club (Y3).

We also be running a Continents Club (Y3 and Y4) during the summer term.

If your child has attended one or more of these have they enjoyed it?

44 responses



Any further comments:

Thank you for giving up your time to run these. Eadie absolutely loves choir! (Y6 and Y4)

My little boy attended the Year 1 arts and crafts club he loved making and bringing things home each week. (Y1)

My children have really enjoyed the art club and choir this year. (Y4 and Y2)

Football was a big hit and the chance to experience real school football was a highlight - the mud was an added bonus in our child's eyes! (Y5)

My child loves school council (Y2)

Currently attending cookery club and attending it. Is there a possibility of having a football team for the younger year groups? (Y3)

They enjoyed the craft club and would like to do it again. (Y2)

Have these opportunities been shared with parents? Also could the same clubs be offered to more year groups? (Y4 and Y2)

My child thoroughly enjoyed arts and crafts club and looked forward to it each week. He was excited to show us his crafting and the Easter tree he made was lovely - we have kept it to display each year. (Y2 and Rec)

Both my children are on school council, I feel this has been great for their development. (Y5 and Y4)

Could still do with more variety, and more availability, as can't always get in the club they are interested in (Y1)

Really enjoying cookery club (Y3)

My child joined the choir and was nervous to join this however she absolutely loved it. (Y4)

My child is really enjoying attending the after school German club as part of the amazing trip to Germany they are going on. (Y5)

My youngest child has thoroughly enjoyed School Council and loves telling family members about what he has been doing. (Y5 and Y3)

He enjoyed some of them I am not aware that they run all year round (Y6 and Rec)

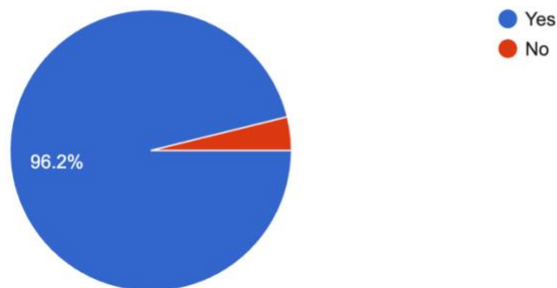
It's lovely to hear how much the clubs are appreciated and enjoyed by the children. The clubs are always promoted through the newsletter and then with the children themselves. We have also emailed information to parents but we don't necessarily do this for all clubs, preferring to see if the children are interested. If it would be helpful for parents to receive an email regarding any clubs their child could attend, we could do this. We don't have a football team for Y3 and Y4 as we haven't the capacity to offer this, as we currently have both Y5 and 6 boys' and girls' teams, however children do get the chance to be competitive during their P.E. lessons and through the various CNS competitions.

Phonics – (Applicable for parents of children in Reception, Y1 and Y2)

We have had Success for All implemented since September 2022 and introduced a new spelling and reading scheme in Y2 this year (Jungle Club and Routes to Reading)

Can you see an improvement in your child's reading as a result of this?

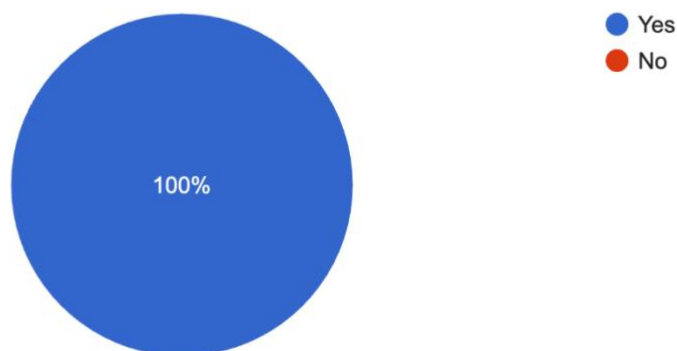
26 responses



This is really good feedback. We have been pleased with how the children have progressed with their reading and it's great to get that confirmed by parents.

Do you feel your child is exposed to a wider range of words through the reading material?

27 responses



Any further comments:

I am so impressed with my daughter's reading and writing (Y2). She reads a wide range of texts with fluency and expression. (Y4 and Y2)

There are some very challenging words in the scheme so her vocabulary has definitely widened. (Y2)

I was concerned about my child's reading in reception however since starting year 2 she has made such good progress and beginning to enjoy reading. (Y6 and Y2)

Although I can see an improvement I can't say if that it through the type of books or just the fact they are learning to read? My child does not like the 'information books' reading books and struggles with some of the bigger words. (Y2)

My child in reception is excelling in his reading and continues to surprise us each day. He is keen to read and it is clear that he really enjoys it. He is always so excited to find out what the next GPC will be on a Monday. We are very pleased. (Y2 and Rec)

We are delighted by this feedback. The books really do develop the children's vocabulary and because the children are all exposed to the same books the vocabulary can really be explored and discussed.

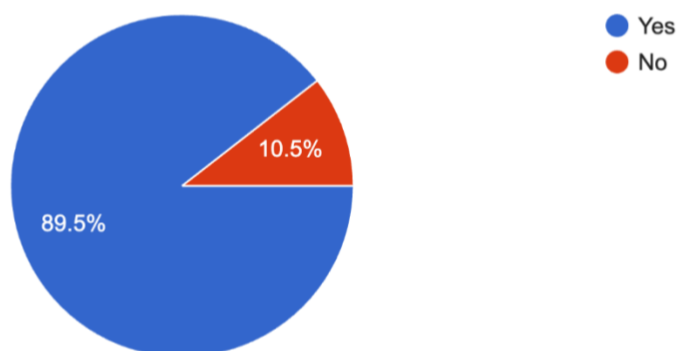
It's important to expose children to a range of different books – fiction and non-fiction – and Success for All and the Y2 Routes to Reading ensures this. Once children move into Y3 they will be free to choose their own reading books, within their range, but we will always encourage children to read different genres and different lengths of books.

Spellings (Applicable for parents of children from Y1 to Y6)

We have changed the way we support children's spelling across the school. Most children now get the same spellings, and some have a reduced number to learn.

Do you find the spellings manageable and effective in supporting your child to improve their spellings?

38 responses



I love how my daughter's spellings (Y4) have been adapted for her needs. She has the opportunity to succeed which builds her confidence as I know that she wouldn't deal with the Y4 spellings. (Y4 and Y2)

We learn weekly spellings but it would be good if weekly scores were recorded in the organiser by a member of staff so we can track how well they are doing. (Y5)

I think some of the spellings in year 2 are a bit excessive for the age group! (Y2)

My child is doing really well with spelling and I have also been able to see how well his handwriting has improved too. (Y2 and Rec)

It's often too easy (Y5 and Y4)

They are manageable but were previously. I don't think enough attention is paid to children who may learn for a test but not retain and transfer spelling to independent work. There are ways to support these children which I feel could be explored further. (Y6)

Personally, I think that the previous system was better where children can be given spellings/work based on their abilities. (Y5)

I find my child can learn spellings at home and then get a low score at school (Y6 and Y1)

My child seems to manage the spellings well each week, and it is nice to see that they are practised in school first and the meaning of the words explained as this helps my child learn them better. (Y3)

My child is a very good speller so is the reduced range still pushing his capability (Y6 and Rec)

Again, it's great to see that the vast majority of parents (89.5%) find the new spelling approach easier to manage and more effective. We focus on spelling in a variety of ways – through spelling tests, through identifying words spelt wrong frequently within class and through individuals' work. The words are taken from the National Curriculum and offer age-appropriate challenge. Children will find some spellings easier than others and the key for them will be to apply them in their writing. Each week, teachers also return to commonly misspelt words that have been covered previously to ensure they are practised and spelt correctly in their general written work.

Section 3: The chance for you to say more

In your opinion, what are the school's strengths – what do we do well?

Mrs Dunham Is fantastic (PS)

Supporting the fundamental skills children need in order to develop key skills and knowledge required as they move through school, and providing children with a wide range of experiences to support them to become well rounded individuals. (PS)

Whenever I have had an issue such as friendship troubles with my daughter, the school acted swiftly and dealt with these. Miss Hemmings always takes the time to keep me updated which I really appreciated. (Y6 and Y4)

The school is a welcoming and safe place for the children. The teachers and other staff are all approachable and easy to talk to. There is lots of activities going on for the children to get involved in and helps them to be engaged in school life. My little boy has flourished this year since moving into year 1/2 and this is down to the staff making him feel safe and happy in his environment. He is engaged in learning and loves to tell us about what he has learnt at school. (Y1)

The adaptation of the curriculum for the children's needs. I feel like the teachers and support staff know my children really well and know how to support their needs. (Y4 and Y2)

A breadth of experiences are offered and it's great to see what they are up to on 'X' as they don't always come home and tell you about their experiences and opportunities! Miss Renyard's Parent/Teacher communication has been fantastic this year. We have appreciated the positive phone calls and equally, the calls when things could be improved. (Y5)

Safety of the children (Rec)

Organised learning with a good atmosphere to encourage positive interactions between both peers and staff (Y6)

Communication and always thriving for the children to achieve their best! (Y5)

Nurture children so they are in the right state to learn, retain and remember. (Y2)

The school often issue emails in relation to upcoming events which is useful. They hold regular parents evenings and offer stay and play for pre school which gives a great insight. The teachers in pre school are amazing, always there to chat and raise anything with. Continuously supporting with my child's needs and it is great how they support home life, encouraging key moments to be shared within school. Also help to identify areas such as speech and continually endeavour to improve this whilst communicating with myself so we can mirror this at home also. (PS)

Looking after the wellbeing of the children (Y1)

The school encourages many children to push themselves out of their comfort zone in a great way. For me the main thing is my child's happiness and mental health . This has improved 100% during her first school year with Tanfield . The staff are approachable, deal with anything in a positive way . It's a very nurturing environment . They have a perfect balance of learning and allowing children to blow off steam and I think they learn better in this environment . Learning time is learning time whilst playtime is Funtime . (Y4)

The school helps reach my child potential. I feel if a child is struggling they go above and beyond to help reach the expected level. My daughter does get taken out in a smaller group to learn phonics and any other aspects where she needs a little extra help. Miss Hemmings tried to make the school fun and the outdoor space is absolutely amazing for children to run around. I feel she sees it through the eyes of a child and creates a happy fun place as well as a place of learning. She offers lots of fun activities such as dressing up animal theme, trips, visits away to howtown. The school is lucky to have a head this passionate and caring towards the children. As parents we think very highly of her. She makes the school fun. I feel all the staff are very approachable and are always there when needed. (Y6 and Y2)

Encourages and develops children of all abilities.

Supporting children in their learning by listening to parents and the child. Offering opportunities to learn outside the class room and building good working relationships with the students. (Y5 and Y2)

It is a nice school and the outdoor space is great. (Y2)

Excellent leadership Friendly staff Good communication with parents (Y4 and Y2)

I feel the level of communication from school is good. There are regular emails with updates. It is also reassuring to see emails regarding safety at drop off and pick ups and it is evident that parental concerns are acted upon. (Y2 and Rec)

The newsletter is always a pleasure to read. It is not overloaded. (Y2 and Rec)

The opportunities to come in to school are lovely - puppet making, phonics and numeracy etc. The boys are always so proud to show us their work and achievements. (Y2 and Rec)

Reading and encouraging more reading. Creative writing is strong. Gala theatre was great again. Christmas service. (Y5 and Y4)

Residential opportunities and cultural capital (Y6)

Staff are approachable, information shared in a timely manner, lots of focus on sport as well as Maths and English (Y4 and Y2)

My child really enjoys coming to school. Seems to be a wide range of activities offered on top of the usual maths/English etc. (Y3)

I like that we are well informed about everything that goes on in the school. (Y4)

Help my child to study (Y5)

Communication Concerns are dealt with swiftly (Y5, Y4 and PS)

Excellent for extra curricular activities and development opportunities, including excursions and trips e.g. Grinton, Germany, Howtown etc. (Y5)

Communication is excellent, through headteacher's emails, newsletters and Twitter updates. (Y5)

Communication, fantastic supportive teachers, extra curriculum activities and trips. My child loves attending, very happy each day and is flourishing. (Y5)

Helping children with SEN (Y6 and Y1)

The headteacher and teachers all clearly care about the children. The school seems really well managed and organised, and children all seem happy there. Teachers are all very approachable and I feel able to go to them with any concerns/questions at any time. Issues are quickly resolved. The outdoor play space is excellent and has a lot of different opportunities for play for the children. (Y3)

Set high expectations and we love the growth mindset for all children (Rec)

All staff work together and give clear understanding information. (Y6)

Engagement with parents is good. Newsletter is very useful. (Y5)

Communication. Website, Twitter, Emails. Personally would prefer Facebook over Twitter but either way it's nice to get that extra bit of info from school. The kids get the same info in assembly so enjoy coming home on a Friday and showing me things from assembly on Twitter. (Y5 and Y3)

The school supports children well. Most teachers have been very encouraging to help overcome weaknesses and push my child's distractions with simple effective measures (Y6 and Rec)

What opportunities is your child offered that you really value which support their personal development?

Being allowed to explore interests. Learning is often adapted to meet this. (PS)

The Lego club has been fantastic for my son - Thanks Mr McIntosh! It's really inspired and motivated him. (Y6 and Y4)

My little boy has flourished since moving in to 1/2B. He is developing his writing skills which his teacher is doing an amazing job supporting him with giving him time to write, and making him feel confident about his writing. He loved getting involved in the school football competition. (Y1)

The gala theatre has been great for building the children's confidence. I also look forward to them attending the residential trips. My children love to be part of the whole school activities such as the art exhibition and the egg decorating competition. (Y4 and Y2)

Opportunity to play football for the school was an incredibly big confidence booster, inter-school sporting events and reading in church. In class opportunities such as sewing skills, egg decorating etc as well as the core curriculum opportunities. (Y5)

Language skills through modern foreign language sessions (Y6)

Confidence to speak in front of a class and perform in front of school and parents. She's loved this new confidence and as a result attends stage school every weekend. (Y2)

The opportunity to explore and develop on independence. (PS)

All the outdoor play (Y1)

Out of school competition , after school performances, a friendly face to talk over any concerns (Y4)

Careers day, clay day, music lessons, language lessons, there are a lot more. All in all there is a lot that supports their personal development. (Y6 and Y2)

Encourages and develops children of all abilities (Y3)

The chance to visit Berlin in the summer, visits to residentials and guests coming into school to offer opportunities to learn (such as careers of different parents) (Y5 and Y2)

In terms of learning lightning squad and extra little sessions supports my child's learning. In terms of personal development I'm not really sure what opportunities are offered. (Y2)

Clubs (school council, music lessons etc) (Y4 and Y2)

I have been able to mirror some of the strategies used in school for behaviour at home - using a sad spot and making good choices rather than inflammatory language like naughty. These are really effective. (Y2 and Rec)

School council (Y5 and Y4)

Residential opportunities and cultural capital opportunities help to develop my child's development of social skills, problem solving and risk assessment strategies. (Y6)

Sports competitions, access to TTRS (Y4 and Y2)

Opal play. Cookery club. Swimming (Y3)

She is being offered help with her reading as she has fallen behind some how which is very much appreciated. (Y4)

Fairness (Y5)

Behaviour (Y5, Y4 and PS)

The chance to go on educational school trips such as Grinton and Berlin are outstanding opportunities for my child. (Y5)

Excellent opportunities beyond the classroom e.g trip to German and German language lessons (Y5)

Being allowed to attend important competitions outside of school (Y6 and Y1)

I think the school really helps the children by encouraging them all to get involved with reading/singing etc in school performances as this builds their confidence speaking in front of others. (Y3)

To believe in themselves. (Y6)

Outdoor play (Y5)

Sports. Both of my children are team players and into many sports. This helps build confidence. Thank you to Mr Ashman for the opportunities my children get. (Y5 and Y3)

What do you think the school could do to improve?

Below are the answers to specific feedback. However, in all instances, we see parents as a crucial part of the school community and if you do have concerns, please let the teachers know in the first instance if there is something we can support you or your child with.

Not known - my child has struggled with handwriting extra grips etc were offered but nothing extra he was singled out when the pen license was given as it took longer to obtain due to being left handed. All of his friends were always talking about their pen and he didn't have his (Y6 and Rec)

Children develop fine-motor skills at different rates. Children need to develop the correct grip and that is why extra-grips were offered to support this. Pencils are easier to write with and so moving to pen is dependent on the fine-motor skills of each child. Most children will move to pen within Year 3, although some prefer to continue with pencil.

I don't think they are giving my son much guidance to help him develop, we maybe expect more one on one with our son as I feel sometimes he does need more help in learning and understanding. (Rec)

Children are assessed regularly and if a child needs more support they will be offered it within the structure of the lesson. This might be in small groups or sometimes, one to one. If the teacher feels that they need additional support to what we call 'Quality First Teaching' then they would be put on a Support Plan. Again, this does not mean they get one-to-one support but they will access some intervention groups. If you ever have any concerns, please don't hesitate to speak to your child's teacher.

More support and challenge for those children working ahead of their age group. (PS)

Education throughout schools is not just their academic achievement, it is the development of the whole child. Children who have higher attainment will be challenged to reach mastery within their year group's curriculum content and extended when the teacher feels this is appropriate.

Really happy with all that you do. (Y6 and Y4)

Better communication with parents, a teacher contact so we can email or message the class staff direct rather than through the office. When the questions relate to child. I have rang before to check how my child was due to him having a bad morning and was told they couldn't contact staff but they hadn't had any messages saying he wasn't OK, would have been better if I could have had an update from one of his staff just to put my mind at rest that he was OK. (Y1)

All communication goes through the office. The phone is answered as soon as possible and the school email is checked regularly through the day. We do not give parents a route to directly message teachers as they do not have time or the opportunity to access this as they are working with the children.

If you ring up to check on your child, the office staff would get a message to the teacher but they try not to disturb them when they are teaching. It is fair to say if they have not heard anything then they would rightly assume that there was not a problem.

At times, the behaviour system can impact negatively on our child's week and their engagement and enjoyment of school life. It causes anxiety within the home environment and a reluctance to want to attend school. (Y5)

Our behaviour system is laid out in the Behaviour Policy and is shared with the children. They know and understand the expectations. There are never any surprises and if a child chooses to behave in an inappropriate way they will know that there will be consequences.

teaching technique to teach children one on one and seeing if a child needs extra help or tested for a reason for this. (Rec) Schools are generally not funded to enable one-to-one teaching however they do assess children if they feel there are any additional needs. If, as a parent, you feel that there might be some underlying issues which have not been addressed, please speak to your child's teacher about this.

A greater increase of creativity and performing arts to support positive interaction and self confidence (Y6)
We try hard to ensure we have a balance of activities throughout the year. There is never enough time to do all we want to do but we do strive to offer as much as we can with regard to all areas of the curriculum. Children have the opportunity to perform throughout the school, and there are additional opportunities through the Talent Show and Gala Theatre.

Homework, reading and spellings with children staying until 5:30 every day. Once home there is not much time between tea, bath and bed for this so it is crammed in on a weekend. (Y2)

We feel that we ask the children to complete an appropriate amount of home learning.

In the past we have been criticised for not giving enough. We do believe that if children work hard in school then they just need to do a little more to consolidate their understanding. I am sorry if this still feels too much and we just ask you to do as much as you can.

Absolutely nothing! Keep doing exactly what you are doing (Y4)

For me it's the same as last year's comment. Teachers should have more authority to discipline a child. I feel like the school don't have the support of doing this which results in ongoing bullying which never ever gets resolved properly. Even an isolation room in the upper school a bit like secondary school, just to show kids if they don't listen and continue to do wrong then school privileges get taken away and they spend the day in isolation. Part of teaching a child is to show them right from wrong and consequences. (Y6 and Y2)

We completely agree that part of a child's development and learning is that they need to learn about the choices they make and the consequences of these. We have consequences in place and use these as and when necessary. Any incidents of bullying are dealt with swiftly. If the issue continues, we then take this further. We can and do remove privileges from children, which includes interaction with others, and feel we

minimise disruption as much as we can. Our Behaviour Support Lead, Mr Mansfield, is key in this as well as being able to offer emotional support when necessary too.

Consider the timings of events where parents are invited into school - the invite to see the children's animation project was mid morning. First thing would have made it more feasible for me to attend around work. (Y3)

We do consider this very carefully. Most of the timings are confirmed at the start of the year as we fully appreciate that parents have to try to manage things around their work. On the occasion of the animation project we had no control over the timing – both of the event itself and the notice we gave you. We were very conscious that it was short notice and at an inconvenient time of the day, but it was what the artist offered and it would have been a shame not to offer it at all.

I think more needs to be considered for fundraising (school discos, tuck shops, children in need, Red Nose Day, world book day) I feel the school lacks the opportunities other schools in the area provide for fun with their friends. I appreciate they get a non uniform every month but I feel that it is severely lacking. (Y2)

We are very conscious of the poverty proofing agenda and are mindful that we don't want to be asking parents for money all the time. The Friends of Tanfield do hold fundraising events throughout the year and the School Council plan charity fundraising events and we feel these are enough for parents to contribute to.

Offer clubs to more year groups and inform parents (not just the children). (Y4 and Y2)

We can certainly ensure that we inform parents of the different activities on offer by emailing the club letters out as well as sharing on the newsletter. CnS offer a club every night. The other clubs are offered on a voluntary basis by teaching and non-teaching staff. We have increased our offer but always have to consider the time demands on staff too.

We are really happy with the boys' progress. At this point we do not have any significant concerns. (Y2 and Rec)

More rewards. Weekly teacher award, monthly head teacher award etc. After school club activities, my children are sick of doing dodgeball twice a week for years now. Change it up termly. (Y5 and Y4) As stated previously, we believe in intrinsic motivation, children wanting to achieve because they want to do their best, not because of what they will get out of it.

With regard to Dodgeball, it remains very popular with the majority of children, and other sports are offered during the week.

Investigating alternatives for the minority. (Y6)

We are always mindful of the range of children and their backgrounds. Our motto is 'Opening Doors, Enriching Lives' and we aim to do this for all children.

Suggestion from my son to learn sign language in school. (Y4 and Y2)

This would be a lovely thing to do but again, it depends on staff time and knowledge.

Emails when children need PE kit rather than relying on child to remember (Y3)

We don't want to bombard parents with emails. P.E. days are set and when there is an additional P.E. day then if the office staff are informed, they will send out a reminder.

Both of my children said school lunches. Both complain about lunches (Y5, Y4 and PS)

It would be worth the children sharing their thoughts with the school council as they meet termly with Chartwells, the school meal provider.

I am still increasingly concerned by the amount of parents who disregard the double yellow lines outside the school and/or sit with their engines running; I call these parents/carers out, but just get verbal abuse in return. Not sure if this falls under the school's jurisdiction or if it's the council/Police, but this could perhaps be tackled with undercover Police enforcement? (Y5)

We are concerned about this too. We do tackle parents about this but we are not able to enforce it. We ask for the Community Police Officers to come out and monitor this but they are only able to do this periodically. All we can do is to continue to remind and plead with parents to ensure they are parking safely.

Text messages or other form of communication and if could send to more than one contact. Do miss some of the emails! However do appreciate the reminders that are sent too as lots to juggle! (Y5)

It is possible to set up SchoolComms to email two contacts. If you would like this set up, please contact us.

Have more punishments for bullying and poor behaviour (Y6 and Y1)

We have a Behaviour Policy which is followed consistently, considering children's needs and challenges. This policy is on our website. Children are not always aware of consequences given to other children – nor should they be.

The accelerated reader system often means my child reads shorter books they aren't interested in, just to get points from a quiz. I would prefer to encourage them to read longer books they are actually interested in but these take too long in terms of accruing accelerated reader points. I know it is a way of measuring their progress/reading level, but it makes reading a chore for my child rather than a pleasure. (Y3)

In Y3 the children are encouraged to choose a longer book and a couple of shorter books at one time for this reason. They have free choice and so we expect them to choose a book they are keen to read. We are constantly adding to our library too.

Nothing. The school is perfect and I would highly recommend it anyone. All 3 of my children have attended this school and enjoyed so much. The staff invested alot of time with all the children and make them feel valued and appreciated. It is the best primary school in the area. (Y6)

Complete success cards consistently or remove them (Y1)

Please see Success Card section above for our comments regarding this.

more scope for parents who work usual hours to attend school events and activities. (Y5)

We are mindful of this but also mindful that staff work long hours. We try to arrange activities for the start and end of the school day so that if parents do have some flexibility they can attend. We do try to give all dates at the start of the year so that parents can plan ahead.

Parental communication. I feel that i should be informed of incidents taking place at school. I appreciate that this may not be possible all of the time however when there is name calling and punishments given then contact once a week could portray. These distractions could play a significant part/disruption in my child's education and if am not informed then i cannot assist from home. (Y6 and Rec)

If we feel any parents need to be contacted, we do. However, we generally give children the chance to change their behaviour and learn from their actions before coming to parents with this. In some situations teachers will make contact with parents on a regular basis but this is in exceptional circumstances.

Additional comments – If you want to explain any of your answers or if there is anything else you would like us to know about, please tell us here.

The only thing would be to maybe make it more consistent for classes to be on Twitter I'm only mentioning that as both their classes seem less likely to post than others. Not a huge deal in the grand scheme of things. I know how busy everyone is. It's just lovely to see what they are up to. (Y6 and Y4)

We have had an issue with iPads this year and so some classes have suffered because of this. Staff do try to tweet each week some pictures of their activities, but it's not always possible. We have now resolved the iPad issue so hopefully this will be less of an issue.

I personally feel that the school needs to provide more opportunities for children to experience being in school teams. E.g recent football and hockey tournaments. The best were obviously picked but a lot of the boys in my sons year are footballers outside of school and get picked above other children who may want to try but are overlooked. (Y2)

The inter-school competitions we have are for the best sports children in the year group. However within PE lessons they will have chance to compete. Once your child progresses to Y5 they will have chance to attend football training after school.

Although my son appears to be happy at the school I sometimes wonder whether he is getting enough support and the time to learn things. He attends extra little sessions etc but is still tracking behind expectation and I'm unsure what else could be done to bring him to where he needs to be. I find myself questioning more and more whether he could get more support at other schools in the area. I am reluctant to move him purely on the fact he has made friends that he loves. (Y2)

If you have any concerns at any time during the year please speak to your child's class teacher. If your child is behind expected progress they will be having some intervention work done with them.

Thank you! My child loves coming to school and really enjoys all of her lessons and activities. (Y3)

Whilst I agree with the rewards and disciplinary systems, my child has previously come home really upset when she's missed out on an attendance award, but her class mates get to enjoy it in front of her. Perhaps, the rewards and discipline could be more subtle? (Y5)

There is an attendance award (linked with Privilege Time) but this award is not given in front of other children, they come to the hall for this.

Phones should all be turned off until end of day I personally don't think phones should be allowed on school grounds. (Y6 and Y1)

Some children in Y5 and Y6 bring their phones into school because they walk home alone. They are told that it must be switched off on entry to the school grounds and given immediately to the teacher on entrance to the classroom.

When they leave they are told not to switch it on until they are off the school grounds.

Although I understand the purpose of the one way system in and out of school to relieve congestion, unfortunately an increasing proportion of parents don't follow this, despite repeated requests from the school. Therefore I don't feel it has any purpose anymore if it isn't followed by everyone. (Y3)

Despite encouragement and reminders, a minority of parents do ignore our one-way system (although some parents have medical reasons for doing this). However, given the majority do adhere to this, it ensures a reduction in congestion.

School start is 8.40-8.50. The majority of people therefore get there slightly before 8.40 to be ready for the start of school. The gates should be opened 5 minutes earlier, as very often there is a long line of children and parents waiting to get in, and this spills out on the pavement by the road both up and down from the school which gets quite congested and isn't particularly safe. (Y3)

If we opened the gate 5 minutes earlier, the queue would form 5 minutes earlier. We use this entrance because of the space available. As soon as the gate is opened the queue quickly disperses.

The quality of product offered by the current school photographer is extremely poor (pictures appear rushed, not posed well, and not correctly centred), and the offerings for purchases are very old fashioned with no digital copies available. Would value the school considering changing photographers. (Y3)

Thank you for your comment. We have changed provider in the past to get a more modern approach but we can explore the option of a digital image as well.

I feel that my child (now children) are pretty settled and now content at this school. I feel that i am fortunate in the fact that i have had few issues that i have experienced however the ones i have had to raise, are frustrating. I feel like i have been brushed off and not taken seriously as if one individual better than me. Those concerns I raised have begun to cause disruption in his final year. Where there is thought to mix classes into new school years, the parents need to be given a chance to be a part of this. I have two children affected by this and it has and is causing problems in getting my children to school. When you have a 10 year old refusing to go to school and a 4 year old told to make new friends because all of his peers are in a different class is upsetting. He took months to settle in the first place and then this caused further disruption. Both of these scenarios i raised and was brushed off. I also believe there needs to be some communication when applying for senior schools as this school is not a feeder schools has huge potential to cause further disruptions to a child's education. Where there is any form of bullying, defined as significant or not the parents of both children should be contacted - a recent situation proved that this does not happen and this was upsetting and could quite easy cause eating disorders if continued and i was not notified. It should be up to the parent/guardian to decide if it is significant or not. (Y6 and Rec)

First of all we are pleased that your children are settled and content at school.

Whenever concerns are raised we do try to work with you and are sorry if anyone perceives that they have been brushed off. This is never our intention.

If we feel any behaviour warrants parents being contacted, we do. However, we generally give children the chance to change their behaviour and learn from their actions before coming to parents with this.

With regard to class mix, we will listen to your concern but have to look at the bigger picture and class groups are carefully considered before making the final decision. The teachers who know the children well are consulted in this process.

We think carefully about the mix and want to ensure that children are well matched as well as being given the opportunity to mix right across their year group.

Feeder schools are historical. You now have to look at each secondary school criteria for admissions.

Which year groups do you have children in? Please tick all that apply.

45 responses

