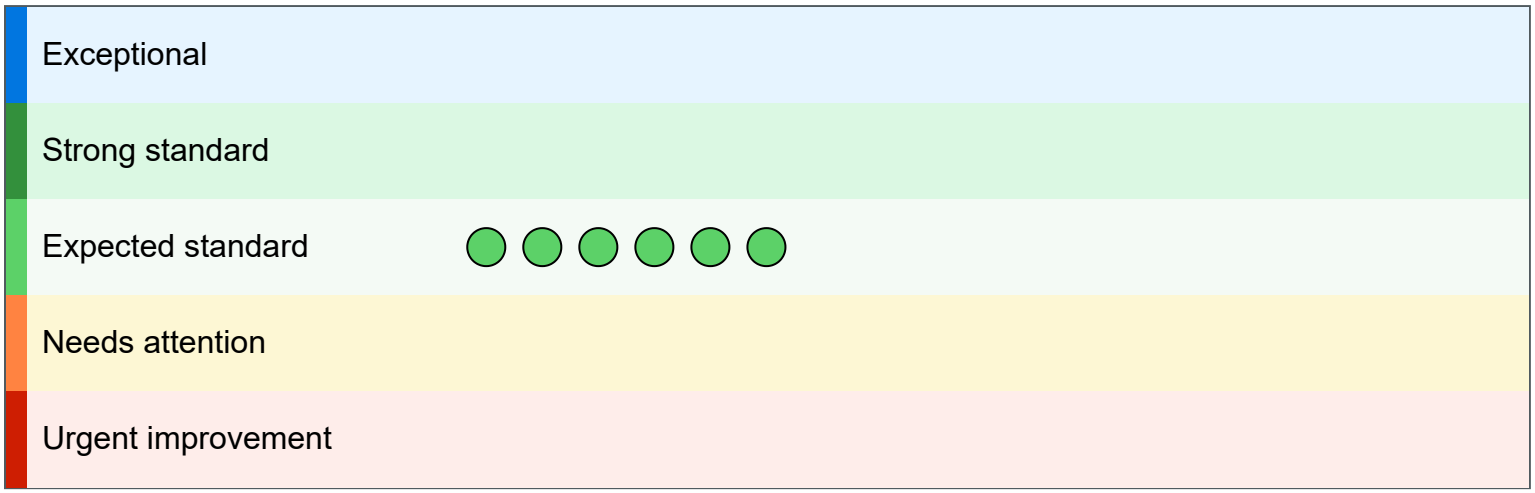
Haresfield Church of England Primary School

Address: Haresfield, Stonehouse, Gloucestershire, GL10 3EF

Unique reference number (URN): 115626

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Overall, pupils achieve broadly in line with the national average in statutory assessments at the end of Year 6. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. By the end of Year 1, pupils achieve well in phonics and read with growing fluency.

Improvements to mathematics teaching help more pupils recall multiplication facts securely. The school is strengthening pupils' writing. This is having the intended impact for most pupils. Occasionally, some teaching does not consistently insist on accurate handwriting, punctuation and presentation. When this happens, some pupils do not make the progress they are capable of.

Pupils gain secure knowledge across the wider curriculum. In art, pupils learn techniques, such as cross-hatching and blending, to produce high-quality work. In history, older pupils recall learning about invasions by the Vikings and Romans and compare this to the Second World War and current world issues.

Attendance and behaviour

Expected standard

A genuine sense of belonging flows through the school. This contributes to regular attendance. Leaders take a proactive approach to promoting attendance and punctuality. Alongside teaching staff, they carefully track any patterns of absence. Leaders use this information to identify pupils who need extra help, such as a 'soft start' to talk to adults or pastoral support. This focused and effective approach means the proportion of pupils who attend school is currently above national figures, and persistent absence is low.

Relationships are the bedrock of the school and shape the way pupils behave. Staff know pupils deeply and draw on this knowledge to offer calm, consistent support. This helps most pupils settle into learning quickly. Staff provide thoughtful adjustments for pupils with special educational needs and/or disabilities, such as movement breaks and tailored behaviour incentives. As a result, pupils behave well. They show respect for adults and follow the 'AIM HIGH' expectations by helping others and staying motivated. Staff resolve minor issues, such as playground fallouts, quickly. Pupils understand the difference between unkind behaviour and bullying. They are confident that bullying is not an issue and trust adults to act if concerns arise.

Curriculum and teaching

Expected standard

Leaders have constructed a broad curriculum that reflects the school's local context. They have identified the essential knowledge pupils need to learn. Curriculum content is organised logically across mixed-age classes to help pupils build knowledge over time.

Teaching is typically underpinned by effective modelling and clear explanations. Support staff are deployed well to guide pupils while promoting independence. Practical resources and targeted questioning strengthen pupils' understanding of concepts, particularly in

mathematics. The school's systems to support pupils with special educational needs and/or disabilities (SEND) are increasingly effective. Staff adapt learning to help pupils with SEND learn alongside their peers.

Leaders hold an accurate understanding of the curriculum and teaching. This has informed their decision to prioritise pupils' basic skills in reading, writing and mathematics. Younger pupils get daily opportunities to practise writing sentences and forming letters correctly. The impact of this is seen in pupils' improved writing skills. Thorough checks of pupils' learning in phonics help staff spot errors quickly. However, assessment in the wider curriculum is less well developed. Leaders are strengthening this so they can be confident that pupils secure essential knowledge across all subjects.

Inclusion

Expected standard

The school identifies pupils with special educational needs and/or disabilities (SEND) accurately and swiftly. Leaders know and value every pupil as a unique individual. They use this knowledge to create a highly inclusive and personalised offer, where everyone matters.

Leaders organise staffing and mixed-age classes so that pupils receive effective support. Ongoing training equips staff with the knowledge they need to make purposeful adaptations. For example, staff pre-teach unfamiliar vocabulary in Years 5 and 6 so that pupils can access challenging texts. Other adaptations, such as additional phonics and reading support, the use of technology and visual signs, help pupils learn successfully. As a result, pupils with SEND typically make progress both academically and socially.

Leaders and teachers work with parents and carers to review pupils' individual plans and evaluate the impact of support. When needed, leaders seek expert advice and guidance to help pupils overcome learning barriers. For instance, pupils with social, emotional and mental health needs benefit from tailored guidance, such as coaching, to manage their emotions and build confidence.

Leaders make thoughtful decisions on how to use additional funding, including the pupil premium. Their choices have a positive impact on the education and wellbeing of disadvantaged pupils.

Leadership and governance

Expected standard

Leaders have a secure understanding of the school's context and of the community they serve. They have identified the right priorities and actions to continue to improve the school, such as closing gaps in pupils' writing and mathematical skills. Leaders, including governors, recognise the need to develop subject leadership further so they can check on the impact of the school's actions more precisely.

Leaders make decisions that put all pupils first, including those who are disadvantaged and those with special educational needs and/or disabilities. They ensure that staff receive the right training and support to help these pupils succeed.

Staff embrace the vision leaders set. They are committed to continuous improvement and have embraced working with a local small schools' hub to hone their teaching practice. Staff

value the spirit of teamwork and culture that leaders instil. They appreciate how thoughtfully leaders consider workload and wellbeing.

Governors play an important role in supporting and challenging the school. They take appropriate action to check against the school's improvement priorities. For example, they visit the school, speak to staff and pupils to ensure that decisions are in pupils' best interests.

Leaders build very effective relationships with families. Most parents and carers speak highly of the school. They value the visibility of leaders and the unwavering level of care staff show each day. Many parents describe the school as a 'pillar' of the community with 'deeply committed' staff.

Personal development and wellbeing

Expected standard 

Pupils benefit from a thoughtfully designed personal development programme. It reflects the school's rural location while exposing pupils to wider global themes. For instance, older pupils speak confidently about equality and race. They draw on what they have learned about inspirational figures, such as Martin Luther King and Rosa Parks. They know not to tolerate racism and can explain why kindness and respect matter.

Pupils have a secure understanding of how to keep safe. They learn about the risks associated with roads, sun safety, train lines and the local woodland. Pupils confidently describe how to keep themselves safe online. They recognise the dangers of using social media and digital scams.

Through stories and worship, pupils develop a secure understanding of fundamental British values and how these link to the school's ethos. Pupils know why we have rules and laws and the importance of democracy. They apply this understanding when conducting the school council elections. Pupils reflect on global issues, such as wars and crime, and consider how they can act as responsible citizens. They understand boundaries and consent and know what to do if something or someone makes them feel uncomfortable.

Leaders monitor pupils' wellbeing closely. They use a range of tools, such as 'mood monsters' and therapy, to provide timely support. Nurture groups and wellbeing weeks provide pupils with strategies to manage their anxieties or worries. The school weaves physical wellbeing into the curriculum. Games on the field, sporting events and clubs support pupils' physical health.

Enrichment is a strength. Leaders map opportunities carefully to ensure that clubs and visits are accessible and affordable for all. Staff track participation closely and remove financial barriers so that every pupil can take part.

What it's like to be a pupil at this school

Pupils drive the life and rhythm of the school. They arrive each day eager to learn and keen to take part. Much of this is due to the warm relationships they build with staff from the

moment they enter the school. The caring, family atmosphere helps pupils feel loved and creates a deep sense of belonging. It also contributes to their high attendance.

Pupils take pride in their school. They live out the values of service, truthfulness and respect in their daily actions. For example, they understand how to treat one another fairly. Older pupils willingly help with routine tasks, such as tidying tables after lunch. These clear expectations help the school day run smoothly.

Pupils behave well in lessons. They ask questions, persevere and develop independence. Bullying is rare. When issues arise, staff act quickly and effectively. Pupils know who to turn to and trust adults to help them. As a result, they feel safe.

Learning extends beyond the classroom. The woodland area encourages pupils to care for the environment. An extensive range of clubs, including horse riding, chess, musical theatre and choir, broaden pupils' experiences. Trips to places of interest and visitors to the school deepen pupils' understanding of the wider world.

Pupils know their views matter. School councillors lead discussions about how to improve the school. They help organise whole school events and support charities, such as the local food bank.

Most pupils respond positively to their learning, including those who have special educational needs and/or disabilities. They enjoy the awards on offer, such as earning 'AIM HIGH' points for working hard and trying their best. Over time, most pupils meet national expectations by the end of Year 6.

Next steps

- Leaders need to continue their work to strengthen pupils' foundational knowledge, including writing accuracy and presentation, building on recent improvements.
- Leaders should ensure that staff use assessment consistently and effectively to secure pupils' knowledge across all subjects.
- Leaders should continue to develop subject leadership so that leaders at all levels, including governors, have the expertise to evaluate the impact of the school's work with greater precision.

About this inspection

The chair of the board of governors in this school is Helen Williams.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. The lead inspector spoke with a representative of the local authority, a representative from the Diocese of Gloucester and an external school improvement partner. He also spoke with a group of governors, including the chair of the governing body.

Inspectors spoke with pupils, staff and parents and carers. Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is part of the Diocese of Gloucester. The school received a section 48 inspection for schools of a religious character in February 2020.

At the time of the inspection, there were fewer than 5 children on roll in the early years foundation stage phase. As such, the inspectors did not give a grade on the provision to avoid identifying individual children.

The school does not use any alternative provision for pupils.

Headteacher: Rachel Bacon

Lead inspector:
Dale Burr, His Majesty's Inspector

Team inspector:
Damon Donaldson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 16 June 2026

School and pupil context

Total pupils

103
Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105
Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

7.77%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.97%
Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.45%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	64%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	92%	74%	Above
2022/23 (final)	79%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	72%	Close to average
2024/25 (final)	81%	72%	Above
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	73%	Close to average
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-13 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.5%	13.0%	Below
2023/24 (3 term)	8.8%	14.6%	Below
2022/23 (3 term)	11.6%	16.2%	Below

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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