

# Inspection of a good school: Haresfield Church of England Primary School

Haresfield, Stonehouse, Gloucestershire GL10 3EF

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Inspection date: 30 March 2022

## Outcome

Haresfield Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Haresfield is a warm and welcoming school. Staff care deeply about pupils and want the best for them. As a result, pupils are at the heart of everything they do. Pupils enjoy school and say that it is like being part of a family.

Pupils are well-mannered and sociable. They are motivated and like to listen carefully to adults to learn more. Pupils chat excitedly about what they are learning. They understand that the school's motto, 'Aim high,' inspires them to persevere and do their best.

Adults form strong and supportive relationships with pupils. In turn, pupils respect them. Staff have high expectations of pupils. Pupils know what is required of them to behave well. Pupils confirm that bullying is not tolerated. They have confidence that adults will quickly sort out any problems.

Pupils feel safe at school. They trust adults to look after them. Pupils say that writing down their problems and feeding them to the 'Worry Monster' helps to manage their emotions.

Parents talk in glowing terms about the school. Typical comments include, 'We are forever grateful to the school' and 'pastoral care is fantastic'.

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

The school is well led and managed. Leaders are ambitious and enthusiastic. Staff, in a variety of roles, contribute to the school's success. Staff morale is high. Staff make comments such as 'We work as a team and support each other'.

Governors are committed to supporting the school. Some governors are new to their roles and are still finding out more about the school's main priorities. However, there is appropriate support in place to help them develop and make useful contributions to the school's further development.

Staff know pupils and their families well. They are dedicated to providing pupils with a good education and supporting their well-being. Leaders and teachers ensure that there is a broad, rich curriculum in a wide range of subjects. However, in some subjects, the curriculum needs improving so that the building blocks of deep knowledge that pupils must learn are clearly identified and taught.

Staff inspire pupils to develop a love of reading. Children learn to read as soon as they start school. Pupils regularly practise phonics and wider reading skills. The school has invested in a range of exciting books to ignite pupils' enthusiasm for reading. Pupils enjoy reading for pleasure. They talk enthusiastically about gaining their 'reading passports'. Pupils listen intently when adults read stories to them.

The mathematics curriculum is mostly well planned and sequenced. Pupils use the school's 'do it, twist it, solve it' approach to apply what they know and practise their skills. For example, Year 4 pupils find fractions of amounts and Year 6 pupils convert imperial measurements into metric. Children in the early years develop their mathematical vocabulary when they compare objects, using words such as 'shorter', 'taller', 'most' and 'least'.

Pupils enjoy deepening their knowledge in history. For example, pupils in Years 5 and 6 considered the cause and impact of the Second World War. They also learned about the role of women during the war. However, the curriculum does not consistently support pupils in all year groups to develop and build the deep knowledge they need, in readiness for the next stage of their learning.

Pupils with special educational needs and/or disabilities are well supported. Leaders use their precise knowledge of pupils and understand their needs to ensure that pupils are provided with sharply focused teaching and effective pastoral support. This ensures that pupils learn the same curriculum as their peers.

Leaders ensure that there are a wide range of interesting experiences to support pupils' wider development. For example, pupils can learn to cook and play chess. Pupils enjoy residential trips where they learn to build rafts and go on boat trips. They visit other schools to learn about pupils of other faiths and cultures.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand that they have a duty to keep pupils safe. They know how and when to refer any concerns promptly. Leaders provide targeted support for pupils and families who need their help. They seek specialist advice, when required.

Leaders make the necessary checks to ensure staff are safe to work with children. They record this information thoroughly on the school's single central record.

The curriculum helps pupils understand how to stay safe. For example, pupils learn about substance misuse and how to use the internet safely.

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

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

- In some subjects, the curriculum is not ambitious enough to enable all pupils to reach their potential. Teachers have not identified the precise building blocks of knowledge that pupils must learn, and by when. Leaders must improve the rigour and ambition of the curriculum so that pupils can develop the depth of knowledge they need to be fully prepared for what comes next.

## **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 May 2013.

## **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>	115626
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10226950
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Richard Wells
<b>Headteacher</b>	Rachel Bacon
<b>Website</b>	<a href="http://www.haresfieldschool.co.uk">www.haresfieldschool.co.uk</a>
<b>Date of previous inspection</b>	7 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England school. Its last Statutory Inspection of Anglican and Methodist Schools took place in February 2020.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into consideration in their evaluation of the school.
- Inspectors held several meetings with the headteacher. An inspector also met with the special educational needs coordinator (SENCo).
- An inspector held a meeting with the chair and vice-chair of the governing body.
- An inspector met with a representative from the local authority, who is the school improvement partner. The school improvement partner also observed some of the meetings that inspectors held with the headteacher.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at some samples of pupils' work.

- An inspector held a discussion with the headteacher and reviewed curriculum plans in music.
- Inspectors reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the headteacher and the SENCo. Inspectors also spoke to pupils and adults about safety.
- Inspectors observed pupils' behaviour at various times during the inspection, including at breaktimes.
- Inspectors spoke to pupils, staff and parents to gather their views on the school. The lead inspector also reviewed 14 responses to Ofsted's online survey, Ofsted Parent View, along with 11 additional free-text comments. There were no responses to Ofsted's pupil survey or staff survey.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

Wendy Hanrahan

Ofsted Inspector

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