

# Bulford St Leonard's C of E (VA) Primary School

Address: John French Way, Bulford Village, Salisbury, Wiltshire, SP4 9HP

Unique reference number (URN): 143007

## Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	● ● ● ● ● ●
Needs attention	●
Urgent improvement	

### ✔ 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 

Pupils in key stages 1 and 2 make suitable progress through the curriculum. They recall their knowledge well across the different subjects they learn. Pupils' achievement, including for disadvantaged pupils, is largely reflected in national tests results, which are typically close to national averages. Consequently, older pupils, including those who are disadvantaged, are generally well prepared for their next steps in education.

On the whole, pupils develop the essential knowledge and skills that they need. For example, they secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. In 2025, phonics and multiplication tables check outcomes were lower than in previous years and below national averages. Leaders ensure that those pupils who have gaps in this essential knowledge receive the necessary support to address these gaps swiftly. This includes for pupils who face barriers to their learning.

### Attendance and behaviour

Expected standard 

Leaders promote the importance of high attendance with pupils and their families. They work closely with families and relevant agencies when pupils join or leave the school for military reasons. There are robust systems to identify quickly any emerging patterns in pupils' absence. This enables leaders to take swift action and provide the support that pupils need. As a result, pupils sustain or improve their attendance over time.

The school has a warm, welcoming atmosphere. There are clear expectations of pupils' conduct that are understood by staff and pupils. As a result, pupils feel a strong sense of belonging and are motivated to behave well. For example, pupils are determined to win 'gold awards' for their efforts. They are proud to be recognised for going 'above and beyond' in their learning.

Pupils behave well in class and around the school. This helps to create a calm, positive environment for learning. Pupils treat each other with respect and kindness. This is modelled by leaders and staff, who know and care for children as individuals. Bullying, discrimination or harassment are not tolerated. Pupils celebrate their commonalities and differences.

### Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. For example, they identified improvements that were necessary in the teaching of handwriting and strengthened its teaching. Overall, the school's curriculum is broad, balanced and ambitious. It gives pupils in key stages 1 and 2 the knowledge and skills they need for their next steps. The curriculum identifies the most important knowledge and skills that these pupils need to gain. Leaders know that curriculum and teaching in the early years needs to improve. They have started this work, but is too soon to evaluate its impact.

Teachers generally have the subject knowledge they need to implement the curriculum. They present information clearly and make suitable adaptations for pupils who face barriers to their learning. However, teachers do not consistently use assessment effectively to check pupils' understanding and make the necessary changes to teaching.

Pupils receive the teaching they need to read and spell accurately. Typically, staff identify when pupils have gaps in these skills and adapt the curriculum appropriately. Effective use of academic interventions focused on closing gaps, such as in reading fluency and knowledge of multiplication tables, supports pupils to learn the important knowledge that they need to learn well.

## **Inclusion**

**Expected standard** 

Leaders have established a welcoming and supportive culture across the school. They focus sharply on overcoming each pupil's barriers to learning. This includes for those pupils known (or previously known) to social care. Pupils' individual needs are precisely identified and assessed. Leaders work effectively with families, professionals and external agencies when relevant, to support this work. They provide suitable training for staff so that they are confident to support pupils with special educational needs and/or disabilities. This helps to inform appropriate reasonable adjustments and adaptations that are made for pupils within classrooms. As a result, these pupils thrive.

Leaders are also swift to find out what support pupils may need with their emotional wellbeing. Appropriate and timely support is put into place when required. For example, pupils from military families benefit from additional care and support when a parent/carer is deployed abroad.

Leaders monitor pupils' progress closely. They ensure that the support they are providing is having the intended impact. For example, they evaluate the difference the school is making to disadvantaged pupils through pupil premium funding. The school makes effective use of alternative provision when needed.

## **Leadership and governance**

**Expected standard** 

Trustees, the local governing board and school leaders share a clear vision for a high-quality education for pupils. They understand the school's context, strengths and areas for development. Where improvements are required, leaders take action. For example, they recognise the improvements that need to be made to the early years provision. However, it is too soon to determine the impact of leaders' work with regards to this aspect of the school offer.

Leaders act in the best interest of the pupils who attend the school. They are determined to build a strong sense of community, particularly for military families, and for those pupils who face barriers to their learning or wellbeing. Leaders successfully develop productive and fruitful relationships with pupils and families. They model positive communication and ensure that pupils experience success.

Trustees ensure that their statutory duties are fulfilled. There are effective systems for trustees and the local governing board to gain insights into the performance of the school.

This enables them to provide appropriate challenge and support. Leaders implement an appropriate professional learning programme for staff. This is focused on further developing the quality of teaching. As a result, staff build their expertise, including those who are newest to teaching. Leaders ensure that staff wellbeing is a focus. They take effective steps to support with staff workload.

## Personal development and wellbeing

Expected standard 

Pupils follow a suitable relationships education programme. This includes learning how to keep themselves and others safe. For example, they learn basic first aid. Pupils are well supported in their emotional development. They learn to talk about their feelings. Additional support for pupils experiencing upset or change is provided in a sensitive manner.

Leaders help pupils to understand themselves as individuals, with their own hopes and aspirations. They learn about how to take time to reflect on themselves now and their goals for the future. They find out about different world views, including religious and non-religious beliefs. Pupils also develop cultural understanding through the curriculum and wider opportunities, such as trips and visits. For example, pupils visit the local cathedral, cinema and a restaurant. Pupils have opportunities for musical experiences, such as performing in, or being an audience member for, a school rock concert.

Pupils develop an understanding of fundamental British values. They learn about representation by voting for school captains and rewards. Those elected to leadership positions are proud to hold these roles. Pupils contribute to school life as part of the collective worship team and school council, for example. These opportunities build pupils' confidence and team working skills. Pupils are also taught about important civic institutions. For example, they learn about public service jobs with responsibility for keeping others safe, for example the work of the police, fire and air ambulance services. Pupils nominate each other for 'values awards' to recognise each other's positive contribution to serving the school community.

The personal development and wellbeing programme generally supports disadvantaged pupils well. Leaders track pupils' participation in clubs and activities, such as sport, arts and crafts and gardening. They find ways to support disadvantaged pupils to attend, removing financial or other barriers as necessary.

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## Needs attention

### Early years

Needs attention 

The early years curriculum does not fully identify and order the most important knowledge and skills that children need to gain. For example, it does not set out how children should develop their fine motor skills to prepare them to become fluent writers. The school has recently increased its focus on accurate letter formation in preparation for writing, but this work is in its infancy. As a result of weaknesses in the curriculum, teaching and assessment are not precise enough in ensuring that children develop the knowledge and skills that they need. In addition, staff do not use their conversations with children to model the most

important language and vocabulary that children need to support their learning carefully enough. Consequently, some children do not develop their language and vocabulary as well as they could. This means that they are sometimes not prepared well enough for the next stage of learning.

Preparing children to become future readers is prioritised in the Nursery and Reception Years. Children read books that are matched well to the sounds that they are learning. They get the practice they need to read accurately and with increasingly fluency. There are positive partnerships between the school and parents. Children are safe and supervised appropriately. This includes suitable care and supervision of children who are three years old.

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

Pupils typically achieve well at this inclusive school. They enjoy learning the different subjects that they study. For example, older pupils speak confidently about how to build suspense in their writing, and recall scientific knowledge about blood. However, children in the early years do not develop their knowledge and skills well enough. For example, they do not broaden their vocabulary as well as they could. Consequently, some children are not prepared well enough for key stage one.

Leaders set an example by taking care of every child in the school as an individual. They seek to remove barriers to pupils' learning and wellbeing. For example, leaders quickly identify pupils with special educational needs and/or disabilities and those who speak English as an additional language. Staff understand the barriers and challenges that some pupils face in their attendance. They provide the support pupils need. Many pupils come from military families. Staff get to know these pupils' needs and circumstances well. As a result, pupils feel a strong sense of belonging to the school. This helps pupils to feel safe.

The school has high expectations of pupils' behaviour. Pupils live up to these. They behave well around the school and in lessons. Bullying is not a feature of the school. Pupils demonstrate positive, respectful attitudes to each other. They celebrate the diversity in the school and wider community and are interested to learn about different religions.

Pupils know the school's values, such as service, well. They relish the opportunity to nominate their peers for demonstrating these values. Pupils participate eagerly in raising money for charity. For example, for a local food bank and for national appeals to help other children. Pupils also learn about important global issues, such as plastic pollution in the oceans. They understand how they can make a difference as a positive member of the community.

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## **Next steps**

- Leaders should ensure that the curriculum in the early years precisely identifies and orders the knowledge and skills that children should be taught so that they are well prepared for

their next stage of learning.

- Leaders should ensure that there are consistently high-quality interactions between staff and children in the early years so that children acquire the language and vocabulary they need for future learning.
  - Leaders should ensure that assessment is used more effectively so that teaching consistently identifies the next steps in pupils' learning and informs the necessary changes to teaching to further support pupils to secure the knowledge and skills that they need.
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## About this inspection

The school is part of the Acorn Education trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Robert Price, and overseen by a board of trustees, chaired by David Middleton.

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

Following our updated 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 school leaders, teachers, trust leaders, trustees and school governors during the inspection.

The inspectors confirmed the following information about the school:

The school is registered as having Church of England religious character. It is part of the Diocese of Salisbury. The most recent section 48 inspection of the school took place in April 2019.

The school makes use of one alternative provision.

Karen Jeffery: Headteacher

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### Lead inspector:

James Oldham, His Majesty's Inspector

### Team inspectors:

Kate Masters, Ofsted Inspector

Ken Buxton, 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 13 January 2026

## School and pupil context

### Total pupils

**191**

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

**305**

Close to 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)

**23.43%**

Close to 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

**2.62%**

Close to 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**

**12.57%**

Close to average

## **What does this mean?**

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

National average: 15%

## **Location deprivation**

**Well 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	61%	61%	Close to average
<b>2024/25 (revised)</b>	73%	62%	Above
<b>2023/24 (final)</b>	63%	61%	Close to average
<b>2022/23 (final)</b>	45%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	74%	74%	Close to average
<b>2024/25 (revised)</b>	77%	75%	Close to average
<b>2023/24 (final)</b>	79%	74%	Close to average
<b>2022/23 (final)</b>	65%	73%	Below

### **Pupils reaching the expected standard in teacher-assessed writing**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	70%	72%	Close to average
<b>2024/25 (revised)</b>	77%	72%	Close to average
<b>2023/24 (final)</b>	68%	72%	Close to average
<b>2022/23 (final)</b>	65%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	72%	73%	Close to average
<b>2024/25 (revised)</b>	82%	74%	Above
<b>2023/24 (final)</b>	74%	73%	Close to average
<b>2022/23 (final)</b>	60%	73%	Below

## **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	46%	Close to average
<b>2024/25 (revised)</b>	S	47%	S
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	71%	62%	Above

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	57%	59%	Close to average
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	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
<b>Latest 3 year average</b>	43%	68%	-25 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	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
<b>Latest 3 year average</b>	71%	80%	-8 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	57%	78%	-21 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	43%	80%	-37 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S
<b>2022/23 (final)</b>	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 (2 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.7%	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 (2 term)	19.4%	13.3%	Above
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	8.9%	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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