

St Leonard's CofE Primary School

Address: Innage Lane, Bridgnorth, Shropshire, WV16 4HL

Unique reference number (URN): 145221

Inspection report: 17 March 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 

In this happy and productive school, pupils make progress as they move through year groups. They build knowledge logically and clearly. Generally, staff teach pupils essential skills well and make sure that pupils receive any support they need to catch up. This means that any gaps in pupils' knowledge close quickly.

In early reading, very effective phonics teaching helps children gain confidence and fluency. Pupils with special educational needs and/or disabilities and those who are disadvantaged benefit from carefully planned help that removes barriers and enables them to succeed. Pupils' achievement in reading, writing and mathematics is in line with the national average.

Leaders prioritise pupils' communication skills from the start. This helps pupils build subject-specific vocabulary and understanding across the wider curriculum. This means that, by the time they leave school, most are confident, independent learners. In many subjects, pupils talk confidently about what they have learned. As a result, pupils are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders' work has supported attendance rates to improve. They analyse attendance patterns and trends closely to identify reasons why pupils may not attend school quickly. This includes pupils with medical needs and those eligible for free school meals. Regular tracking and consistent communication with families enable swift intervention. This is strengthened by robust systems to check that pupils are safe and by effective collaboration with external agencies.

When absence is linked to pupils' special educational needs and/or disabilities or health needs, leaders make thoughtful adjustments to their approach. They maintain regular contact with absent pupils so that pupils continue to feel a sense of belonging.

Leaders have created a calm, positive environment where relationships are warm and supportive. Across the school, pupils generally behave well. Staff training helps adults to model positive behaviour and support pupils to regulate their emotions. Leaders also make thoughtful adjustments during less structured times of the school day for pupils where necessary. This ensures that all pupils can successfully socialise and express their feelings.

When concerns arise, leaders respond promptly, addressing issues such as bullying or discriminatory behaviour through whole-school approaches. Pupils feel safe and confident that adults will help them. Leaders continue to refine consistency so that behaviour systems are applied reliably across the school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of how well the curriculum and teaching work across the school. They know what needs to improve and are taking effective steps to make

this happen. Leaders have ensured that the curriculum is well planned, ambitious and carefully sequenced.

Leaders prioritise reading from the very start of the Reception Year. All pupils, including those with special educational needs and/or disabilities, receive effective support to develop early reading skills. The phonics programme is taught well because staff have the training and subject knowledge that they need. Pupils practise reading books that match the sounds they know, helping them to become confident and fluent readers.

Teachers benefit from training and support that strengthen their subject knowledge. This helps them to deliver the curriculum with greater confidence and clarity. Staff know pupils well and usually make appropriate adjustments for those who face barriers to their learning. Targeted support helps pupils who need to secure key skills to catch up quickly, enabling most to participate successfully in lessons and make steady progress. However, teachers' explanations, use of resources to aid learning and checks on pupils' understanding are not used consistently. This means that sometimes pupils do not receive the support they need at the right time.

Early years

Expected standard 

Leaders prioritise the early years. Staff build warm, purposeful relationships with children. They use talk, questioning and shared vocabulary to help them develop strong language skills. Children take part in routines such as 'snack and chat' and small-group discussions, which encourage independence, communication and confidence.

The well-planned curriculum is carefully sequenced from Nursery to Reception. It emphasises communication and language. Staff use high-quality texts and structure their questions when speaking with children, so children learn and use new words in meaningful ways. Opportunities for problem-solving, creativity and outdoor learning help children to build knowledge steadily across all areas of learning.

From the start of Reception, children learn phonics daily and increasingly apply their knowledge to read unfamiliar words and develop early writing skills. Staff provide varied opportunities for children to practise new learning. This helps them consolidate key skills through well-planned activities. The majority of children meet or exceed expectations by the end of Reception.

Children are well prepared for Year 1. Leaders use early assessments, same-day support and strong links with parents and carers to further support children's learning. Staff visit early years classrooms and hold discussions with Reception teachers to help children feel secure and confident as they move from Reception to Year 1.

Inclusion

Expected standard 

Leaders ensure that every child feels understood and supported. Staff use teacher observations, assessments and regular conversations with families to identify pupils' individual needs early. This includes pupils with special educational needs and/or disabilities, those who are disadvantaged and pupils who are known or previously known to children's social care.

Leaders make sure that barriers to pupils' learning and wellbeing are reduced through well-planned support, reasonable adjustments and a focus on high-quality teaching. Staff use strategies in and beyond the classroom, such as emotion coaching and extra resources, to help pupils stay engaged and learn successfully.

Leaders closely track pupils' progress and check that interventions are making a difference. They use data, pupil voice and ongoing reviews to shape next steps. Staff receive purposeful training on how to adapt learning and take account of pupils' personal circumstances to support pupils with additional needs effectively. Leaders work in partnership with families, external professionals and the virtual school so that pupils' needs and aspirations are clearly understood.

Funding to support pupils experiencing disadvantage removes barriers to their learning and broadens their access to opportunities. These actions enable pupils to be fully included in all aspects of school life. Leaders ensure that pupils who are looked after have their voices heard and receive the support that they need to succeed.

Leadership and governance

Expected standard 

Leaders place pupils at the heart of all decisions. They know the school very well and have a clear understanding of its context. They recognise the school's strengths and accurately identify areas to improve. They think carefully about how and when these improvements should be made. Pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities and those known to social care, are carefully considered during decision-making.

Leaders, from within the school and the trust, share a clear and ambitious vision for the school. This is rooted in a strong understanding of its strengths and areas for development. Governors and trustees value the school's contribution to the wider community. They use detailed information to challenge and support leaders effectively, while thoughtfully considering their workload and wellbeing. There is clear evidence that the leaders' vision has a positive impact across all areas of school life.

Staff professional learning is thoughtful, tailored and effective. It is rooted in evidence and good practice. Leaders make the most of opportunities for professional development offered by the trust. This means that staff, including those teachers who are new to the profession, develop the expertise needed to teach the curriculum effectively.

Staff are overwhelmingly positive about the school. Leaders ensure that staff's wellbeing and workload are taken into careful consideration. The school works closely with parents, carers and a wide range of external agencies to aid school improvement. They agree that the school's work enables pupils to succeed and achieve.

Personal development and wellbeing

Expected standard 

Leaders provide a well-designed and ambitious programme for pupils' personal development. Through various activities and planned opportunities for discussion, pupils learn to reflect on their own beliefs, consider different viewpoints and engage thoughtfully

with moral and ethical issues. This helps them to develop a secure understanding of right and wrong.

Pupils' social development is well embedded. Staff model positive relationships and consistent approaches to cooperation and conflict resolution. As a result, pupils work well together and show respect for others. The school offers a broad range of clubs that cater for sporting, creative and community interests. Pupils speak positively about the variety available and the way these clubs help them to explore talents and build confidence. Leaders monitor participation closely, ensuring that pupils experiencing disadvantage and those who may be vulnerable have equal access to experiences beyond the curriculum. Pupils engage in activities such as film production, litter picking, artwork for community events and supporting the local food bank. These help pupils to develop a sense of belonging and social responsibility.

Leadership roles, including playground buddies and the TrustEd Pupil Parliament, provide pupils with meaningful responsibilities. These opportunities help pupils to understand democratic processes and practise teamwork, developing their understanding of fundamental British values. Pupils take part in a wide range of extra-curricular clubs, school- and trust-organised activities and educational visits that enrich their lives.

The taught personal development curriculum is well structured and age-appropriate. It supports pupils' understanding of healthy relationships, emotional wellbeing and the risks that they may face offline. The school regularly gathers parents' views on the curriculum, which builds transparency and trust. Pupils' knowledge of online safety is reinforced through workshops for pupils and families. Pupils learn about different beliefs and traditions and benefit from links with a school overseas, broadening their understanding of modern Britain and the wider world. This programme also helps to develop confident, thoughtful and respectful pupils who are well prepared for their next steps.

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

The school's shared values are lived and breathed at St Leonard's. Pupils enjoy school and attend well. The school motto, 'Dream big, be the best we can be', is embraced by everyone at this Church of England school. Pupils are encouraged to work hard and to make the most of the many opportunities available to them.

Pupils behave well. Routines are well established as soon as pupils start school. As a result, pupils follow the school rules and are polite and respectful. Pupils say bullying does not happen, but if it did, they know that trusted adults would help them to solve any problems. They feel safe in school.

Pupils enjoy their learning and make the academic progress that they should. The curriculum is engaging, well sequenced and generally taught well. The school identifies barriers to pupils' learning or wellbeing quickly. Leaders put in place support so that pupils can play a full role in school life. This includes disadvantaged pupils, those with special educational needs and/or disabilities, and pupils known or previously known to social care. Events such as 'number day' and science week bring learning to life and deepen pupils'

understanding of the curriculum. As a result, pupils' achievement is broadly in line with, and in some areas above, national averages.

Staff understand pupils' needs and recognise the important role that the school plays to support families. One parent summed up the views of many, saying: 'The warm culture and willingness of all staff and children to try their best means that everyone feels valued.'

The school's ambition goes beyond academic learning. Pupils take part in a wide range of extra-curricular clubs and educational visits that enrich their lives. Pupil leadership groups, such as the school council and eco club, enable pupils to have a voice and influence change. These experiences develop pupils' confidence and kindness. Pupils are well prepared for their next steps.

Next steps

- Leaders should ensure that teachers use models, scaffolds and teaching resources consistently well to support and deepen pupils' learning across the curriculum, strengthening pupils' understanding, independence and progress in every subject.
 - Leaders should ensure that staff consistently check pupils' learning and, where necessary, adapt tasks swiftly to meet all pupils' needs. This includes appropriate support and challenge for pupils ready for greater-depth learning.
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About this inspection

This school is part of the TrustEd Schools Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Godden, and overseen by a board of trustees, chaired by Mark Anderson.

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.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, deputy headteacher and early years leader. They also spoke with the chair of the trust board, the deputy CEO, the deputy director of education and representatives of the trust board and local governing committee during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character.

The school does not use alternative provision.

Lead inspector:

Su Plant, His Majesty's Inspector

Team inspectors:

Amarjit Cheema, Ofsted Inspector

Sam Cosgrove, 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 17 March 2026

School and pupil context

Total pupils

266

Close to 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

336

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)

17.34%

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

3.01%

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

18.42%

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	64%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	69%	60%	Above

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	76%	74%	Close to average
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	90%	73%	Above

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	76%	72%	Close to average
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	74%	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	73%	73%	Close to average
2024/25 (revised)	67%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	81%	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	47%	46%	Close to average
2024/25 (revised)	25%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	60%	46%	Above
2022/23 (final)	50%	44%	Close to average

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	70%	62%	Above
2024/25 (revised)	63%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	83%	60%	Above

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	57%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	58%	58%	Close to average

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	57%	60%	Close to average
2024/25 (revised)	25%	61%	Below
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	75%	59%	Above

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	47%	68%	-21 pp
2024/25 (revised)	25%	69%	-44 pp
2023/24 (final)	60%	67%	-7 pp
2022/23 (final)	50%	66%	-16 pp

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	70%	80%	-10 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	83%	78%	5 pp

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	57%	78%	-21 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	58%	77%	-19 pp

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	57%	80%	-23 pp
2024/25 (revised)	25%	81%	-56 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	75%	79%	-4 pp

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)	6.1%	5.5%	Close to average
2022/23 (3 term)	6.5%	5.9%	Close to average

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)	12.0%	13.3%	Close to average
2023/24 (3 term)	18.9%	14.6%	Above
2022/23 (3 term)	18.8%	16.2%	Close to average

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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