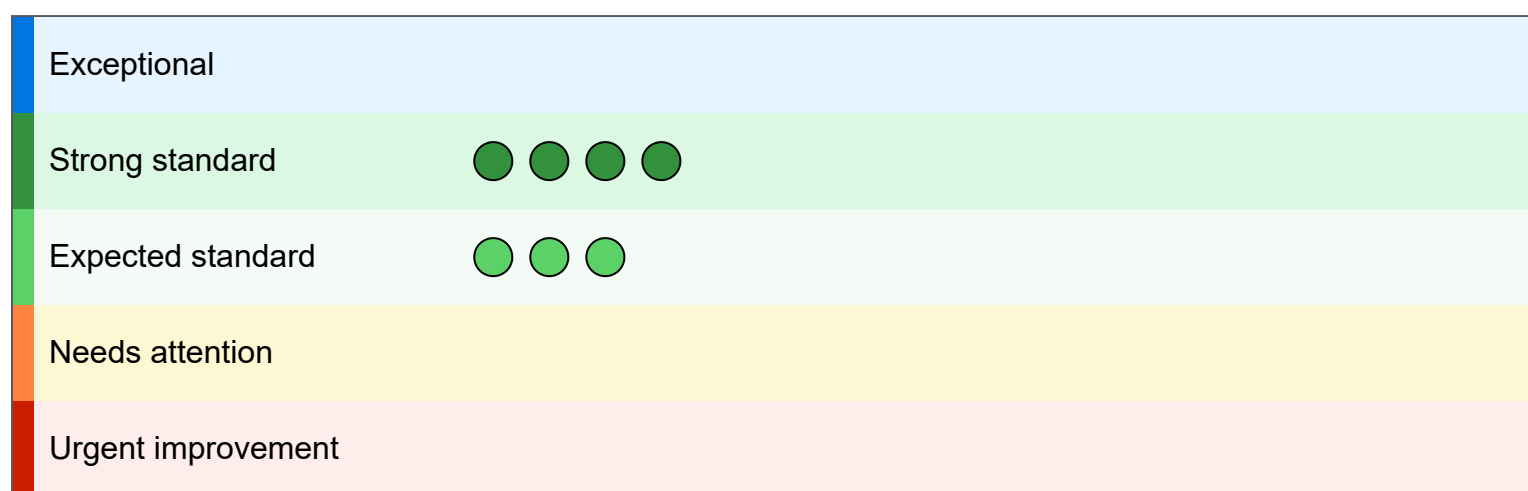


Wormley CofE Primary School

Address: Cozens Lane East, Wormley, Wormley Primary School, Cozens Lane East, Broxbourne, Hertfordshire, EN10 6QA

Unique reference number (URN): 117400

Inspection report: 21 April 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders monitor pupils' attendance extremely carefully, leading to clear improvements. These improvements are evident in overall levels of attendance and among specific groups of pupils, for example pupils with special educational needs and/or disabilities. Leaders have secured this progress through carefully designed systems and processes which they implement consistently well. They also seek advice and ideas from external agencies and act on this guidance where appropriate. Governors maintain clear oversight of attendance. They understand the challenges the school faces in ensuring every pupil attends school regularly.

Pupils demonstrate positive attitudes to learning and consistently meet leaders' high expectations. Leaders have established an environment that is highly supportive to learning. Pupils show high levels of self-discipline and dedication to their learning throughout the day. When pupils require additional support, staff provide this effectively through adapted, tailored, and responsive strategies that are fully embedded in school life. Pupils understand and value these approaches and can explain how they help them to focus and be ready to learn. Pupils feel safe and know which trusted adults they can speak to if concerns arise. Staff address any issues quickly and effectively, so incidents of unkind behaviour or bullying are rare.

Early years

Strong standard ●

Leaders prioritise the early years to give children a very successful start to their education. Leaders are highly knowledgeable and the provision is well organised, supporting children to develop across all areas of learning.

Leaders are acutely aware of children's starting points and any areas of need they may have when entering school. As a result, leaders make deliberate choices to help children develop successfully. For example, in Nursery, staff support parents and carers with children's toileting needs to ensure consistency between home and school.

Leaders have designed a curriculum that reflects their very high ambition for all pupils, with a sharp focus on oracy and vocabulary development. Teachers clearly identify words for each day or activity. They question children really well and ensure that they have high-quality interactions with them. Early years routines are very well embedded, enabling children to enter confidently and settle quickly. Teachers model positive social interactions and support children effectively during transitions and structured activities.

Leaders have established clear processes to identify children's emerging needs swiftly and to engage parents fully throughout this work. Staff very carefully review any additional support and its impact so that leaders accurately identify particular needs. They then further support children to overcome these barriers really well.

Leadership and governance

Strong standard 

Leaders are highly focused on achieving the best possible outcomes for pupils. Leaders at all levels actively identify and act on school development priorities and contribute very positively to improvement. They maintain a clear and unwavering focus on establishing a culture of high expectations for all pupils.

The school promotes a strong ethos of very effective collaboration. Staff at all levels contribute to school improvement and know that leaders listen to their views. Leaders welcome new ideas and adapt practice where needed in very well-judged ways. Leaders and staff work very effectively with external agencies, providing professional support and development.

Governors understand their roles and responsibilities clearly and work effectively with the school. Governors both support and challenge leaders appropriately, ensuring high levels of accountability.

Staff receive high-quality training that aligns closely with school priorities. This training has improved staff confidence and expertise across the school. Leaders actively encourage staff to develop their practice in a variety of ways. This includes leading projects and pursuing professional interests that directly benefit pupils.

Staff value the support they receive. They know that leaders always consider workload and wellbeing. There is a clear sense of belonging among staff, who feel respected. In turn, staff strive to ensure that pupils also feel valued, included and supported.

Leaders engage with parents and carers and the wider community very effectively. Parents and carers are very positive about their children's experiences at the school. Partnerships with families further support pupils' learning, wellbeing and personal development. This approach underpins sustained improvement and positive outcomes for all learners.

Personal development and wellbeing

Strong standard 

The school has a clear and really well structured programme to support pupils' personal development, including the very effective teaching of personal, social, and health education. Leaders carefully tailor this programme to meet the local context. For example, they place an additional focus on water safety due to the village's proximity to water. To support this, the school provides extra swimming lessons for any pupil who cannot swim 20 metres by the end of Year 6. Leaders also consider pupils' changing needs when planning relationships and health education. As a result, pupils have a deep understanding of the physical and emotional changes they experience as they grow older.

Three simple values, 'safe, learn, and respect', help pupils develop into very positive, active citizens. The way that the school's values are woven carefully into the curriculum supports this work, with leaders deliberately selecting values to meet pupils' needs at specific times. These aspects reflect British values and are fully embedded across the school. Pupils know the values well and very confidently link them to real experiences.

The school promotes both pupils' mental and physical wellbeing effectively. Specifically targeted work helps pupils understand the importance of a balanced diet, healthy eating, physical activity and time outdoors. Leaders have made a deliberate decision to maintain the outdoor learning sessions across the school, recognising the importance that this has for many pupils in broadening their experiences. Physical activity sessions at the start of the day help pupils feel ready to learn. Pupils explain how these activities support them to manage their emotions very effectively and improve their focus in lessons. Pupils acting as wellbeing leads further strengthen this work by promoting lifestyle choices linked to nutrition, movement and mindfulness.

Pupils benefit from a very wide range of enrichment opportunities beyond the academic curriculum. These experiences develop pupils' interests, broaden their horizons and really deepen their understanding of the world.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well across the curriculum and are prepared for their next stage of education. Outcomes in some areas are close to or above those of similar pupils nationally, reflecting pupils' secure progress over time. Most pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, develop secure knowledge and skills as they move through the school.

Pupils continue to develop the early foundational knowledge and skills needed in reading, writing and mathematics to access learning and make sustained progress. In early reading, pupils' outcomes are positive. Pupils steadily develop the fluency and accuracy required to read confidently.

In mathematics, pupils demonstrate a secure understanding of number and apply prior learning effectively to solve problems. They explain their thinking clearly and make meaningful connections between concepts, which shows that they retain key knowledge. Pupils understand how to improve their work and make appropriate corrections, which they demonstrate consistently in their books.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that reflects national expectations and the needs of the local community. Leaders ensure that teachers develop the subject knowledge they need for the phases and subjects they teach. Staff typically deliver the curriculum effectively and place a clear emphasis on oracy to support and secure pupils' learning. Teachers use effective modelling and carefully chosen strategies to reinforce key knowledge and skills. Leaders have established clear approaches to support pupils at all stages of their learning. However, practice does not yet reflect this fully effectively across all subjects. Leaders have recently delivered well-focused training on the effective implementation of the curriculum.

In English and mathematics, staff implement the curriculum well. In mathematics, teachers deliver an effective curriculum alongside regular opportunities for reasoning and problem solving. Pupils can typically explain how previous learning supports their understanding of new concepts. In phonics and early reading, leaders have sequenced the curriculum carefully to support pupils in becoming confident and fluent readers.

Staff adapt teaching effectively to meet pupils' needs. Leaders deploy staff well to provide timely support and maintain pupils' engagement in learning. As a result, pupils remain focused and take pride in their work.

Inclusion

Expected standard 

Leaders have clear processes that support the timely identification of pupils' needs. These processes enable leaders to determine accurately whether a need relates to special educational needs and/or disabilities (SEND) or arises from other factors such as poor attendance. As a result, leaders clearly identify barriers to learning and put appropriate provision in place.

Leaders have established a highly inclusive culture in which all pupils access the full curriculum alongside their peers. Staff have a clear understanding of pupils' individual needs and use this knowledge to adapt teaching and the learning environment effectively. For example, staff modify classroom routines to support pupils with sensory or hearing needs. Consequently, pupils with SEND engage positively in learning and participate fully in classroom activities.

Leaders have planned review points throughout the year to check whether provision is meeting pupils' needs fully and effectively. However, on some occasions, staff do not record reviews consistently well. In addition, the number of complex systems currently in place does not allow leaders to measure pupils' progress as clearly as they could. Leaders recognise this and have already begun training staff on revised processes. These processes are now being implemented and are beginning to have a positive impact. The school currently uses an appropriate registered alternative provision.

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

Pupils enjoy learning at this friendly and welcoming school. They attend regularly because staff design lessons that are engaging and enjoyable. Pupils show positive attitudes to learning and consistently rise to meet staff's high expectations. As a result, pupils are well prepared for the next stage of their education, particularly those pupils who have barriers to their learning.

Positive and respectful relationships between pupils and staff help pupils feel safe, secure and well supported. Pupils value social times, such as playtimes, when they enjoy spending time with friends and making good use of the available resources. Pupils are confident that there is always an adult they can speak to if they need help or reassurance. In practice, pupils rarely need to seek support, as they treat one another with kindness and

consideration. On the rare occasions when bullying or unkind behaviour occurs, staff address it sensitively and effectively.

Staff provide clear support for pupils who experience difficulties with their learning or who sometimes find it hard to be ready to learn. Staff use a range of carefully chosen strategies that they tailor to individual pupils' needs. These approaches help pupils make progress, even when this happens in small, gradual steps.

The school's values permeate daily life and underpin pupils' behaviour and attitudes. Pupils clearly understand these values and explain confidently how they apply them. For example, Year 6 pupils described how they demonstrated resilience during outdoor learning activities by persevering, not giving up, and having a go despite challenges.

Pupils benefit from a wide range of enrichment opportunities, which they recall with enthusiasm and pride. Educational visits, both within the local area and further afield, excite pupils and enhance their learning. Pupils link what they experience on these visits to their wider curriculum learning effectively, deepening their understanding and enjoyment.

Next steps

- Leaders should continue to develop and embed the assess, plan, do, review cycle to ensure that assessment is used effectively to inform planning, support pupils' learning, and secure even better progress over time for vulnerable pupils and for those with additional needs.
 - Leaders should ensure that their chosen approaches to teaching the curriculum are implemented consistently.
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About this inspection

The chair of the board of governors in this school is Karen Trew.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher, teachers, support staff, pupils and some parents during the inspection. They also spoke to representatives from the governing body and local authority.

The school is registered as having a Church of England religious character. It is in the Diocese of St Albans. Its last section 48 inspection was in September 2024.

The school makes use of a registered alternative provision.

The school also, under the same registration, runs a nursery.

Headteacher : Tracy Gaiteri

Lead inspector:

Katie Devenport, His Majesty's Inspector

Team inspectors:

Lucille Pollard, Ofsted Inspector

Matt O'Grady, Ofsted Inspector

Nicola Ready, 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 21 April 2026

School and pupil context

Total pupils

441

Well above 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

480

Well above 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)

29.83%

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

5.90%

Above 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

20.86%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	65%	61%	Close to average
2024/25 (revised)	72%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	54%	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	80%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	73%	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	72%	72%	Close to average
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	63%	71%	Below

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	80%	73%	Above
2024/25 (revised)	85%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

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	53%	46%	Close to average
2024/25 (revised)	67%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	46%	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	73%	62%	Above
2024/25 (revised)	93%	63%	Above
2023/24 (final)	75%	62%	Above
2022/23 (final)	46%	60%	Below

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	55%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	42%	58%	Below
2022/23 (final)	54%	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	75%	60%	Above
2024/25 (revised)	93%	61%	Above
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	69%	59%	Close to average

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	53%	68%	-15 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	42%	67%	-26 pp
2022/23 (final)	46%	66%	-20 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	73%	80%	-7 pp
2024/25 (revised)	93%	81%	13 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	46%	78%	-32 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	55%	78%	-23 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	54%	77%	-24 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	75%	80%	-5 pp
2024/25 (revised)	93%	81%	13 pp
2023/24 (final)	58%	79%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	69%	79%	-10 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.4%	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)	11.7%	13.3%	Close to average
2023/24 (3 term)	14.2%	14.6%	Close to average
2022/23 (3 term)	11.2%	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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