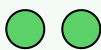


Osmani Primary School

Address: Vallance Road, Whitechapel, London, E1 5AD

Unique reference number (URN): 100934

Inspection report: 27 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.

Strong standard

Achievement

Strong standard 

Pupils achieve well. From low starting points, pupils receive the support they need to secure the necessary foundational knowledge and skills in early reading, writing and mathematics. This means as pupils progress through the school they gain in confidence and access learning consistently. Pupils become independent in their learning and can recall and discuss what they know in detail.

Leaders ensure that all pupils, including those who have barriers to their learning, receive the support they need to achieve well. This ensures that attainment in combined reading, writing and mathematics outcomes at the end of key stage 2 is above average. Disadvantaged pupils achieve at above average levels too. Pupils leave the school well prepared for the next stage of education. The most disadvantaged and vulnerable pupils get specific and targeted support to prepare for secondary school.

Curriculum and teaching

Strong standard 

Leaders have created a high-quality, well-designed curriculum. They ensure this is implemented well across subjects and year groups. Learning is structured to ensure pupils revisit and build on their learning as they progress through the curriculum.

The curriculum prioritises pupils securing early English and mathematical knowledge. Teaching ensures that pupils consistently learn to read fluently. Staff are well trained and model new letter sounds with precision. The books which pupils read are precisely matched to the sounds they know. This helps them to read with increasing accuracy, fluency and confidence. Pupils who struggle to read are helped to catch up quickly through additional, regular support.

Staff present information clearly and teach pupils to discuss their thoughts and ideas using talk partners. Teachers recap learning at the start of lessons to ensure pupils remember previous learning. They also regularly check pupils' knowledge and carefully identify and correct any misconceptions or mistakes. Leaders provide teachers with effective training to ensure their teaching skills and knowledge continually improve. The curriculum supports pupils to express themselves confidently and develop a rich vocabulary.

Leaders make highly effective choices to ensure all pupils are well supported to access the curriculum and learning. This includes providing different kinds of support for pupils with special educational needs and/or disabilities. Highly effective support is provided in ways such as the use of additional adults, adapted resources or targeted support from specialist professionals.

Inclusion

Strong standard 

Leaders have put inclusion at the heart of the school. They ensure that each pupil receives support to thrive, regardless of their starting point or background.

Leaders have embedded successful approaches to identify, assess and meet pupils' needs and reduce the barriers they face. Leaders engage closely with families, other professionals and with the well-trained staff. This means pupils receive accurate, precisely matched support in a timely way so they progress well. Leaders have high expectations. This ensures staff are consistently ambitious for all pupils. Staff make adaptations in lessons that are purposeful and planned carefully. They help pupils to engage with learning very well. Leaders put targeted support in place so that pupils overcome barriers, for example reading assistance and activities that help pupils' emotional wellbeing.

Leaders regularly monitor the impact of the support they provide and the progress pupils make. They set, modify and adjust targets if it is needed. Professional training is given to staff to ensure they are well equipped to provide the support that pupils need.

Additional funding for disadvantaged pupils is spent effectively. Leaders use approaches that have a highly positive impact on pupils' outcomes and experiences.

Leadership and governance

Strong standard ●

Leaders have a comprehensive understanding of the school's context, strengths and areas for further development. They have high ambitions for all pupils and are determined that every pupil receives the support they need to succeed. Although the school achieves strong outcomes, leaders are not complacent. They continually seek further improvements and reflect carefully on what will make the greatest difference for pupils.

Leaders model high expectations and professionalism for staff. They provide new staff with an effective induction and sustained professional learning so they are well equipped to deliver the curriculum and create positive experiences for all pupils. Staff share leaders' high expectations for pupils, regardless of any barriers to learning. They value the training and guidance they receive, that enables them to provide tailored adaptations and appropriate support. Staff feel cared for and are proud to work at the school. They say leaders take workload and wellbeing seriously and consider both carefully when making decisions.

Governors understand their statutory duties and fulfil them effectively. They know the school well through regular visits and detailed information from leaders. They consistently offer support while also providing appropriate challenge to ensure the school continues to improve.

Parents and carers speak very positively about the school. Some travel from different boroughs because they value the school's provision so highly. They praise leaders and the care they show for pupils' individual needs.

Personal development and wellbeing

Strong standard ●

Leaders have implemented a coherent, well-designed personal, social and health education programme that develops pupils' knowledge and understanding deeply.

Pupils demonstrate self-control, determination and resilience. Pupils are taught to persevere during their time in the early years. For example, in Reception, when children are asked 'What do we do if we feel stuck?' they chorus, 'Keep trying!' Pupils are supported effectively

if they face personal difficulties or feel sad, including by specialist support from other professionals. Pupils have an assured understanding of how to stay healthy, both physically and mentally.

Pupils learn about fairness and the importance of celebrating and respecting differences between people. Racism, or prejudice, is not tolerated in the school. Pupils discuss fundamental British values, such as tolerance and democracy, and their importance in society. Pupils are given a wide range of opportunities to contribute to school life. They proudly explain how sports ambassadors support pupils at lunchtime. Rights-respecting ambassadors talk to classes about what is going well and what they would like to improve. Pupils have a voice in school and know that leaders listen to them. Pupil attendance ambassadors meet weekly with pupils to encourage improved attendance. Pupils play an active role in continuing to improve the school.

Pupils enjoy a wide range of enrichment opportunities that broaden their experiences. They attend a variety of lunchtime and after-school clubs, including crochet, multi-sports and boxing. Classes take trips to places such as a local city farm, a residential visit to Kent and a boat trip on the River Thames. There are also many visitors to the school, including representatives from the local police who talk to pupils about staying safe in the wider community. Leaders make adaptations where necessary to ensure that all pupils can access the enriched curriculum. For example, they make adjustments to transport. Pupils are also given numerous opportunities to develop their talents, such as through creative writing workshops and working with local artists.

Expected standard

Attendance and behaviour

Expected standard 

While overall attendance at the school is close to the national average, including for disadvantaged pupils and those with special educational needs and/or disabilities, attendance patterns have been influenced by a number of families taking extended holidays during term time.

Leaders work collaboratively to identify patterns or trends in absence before providing support to encourage improvements where they are needed. Leaders work with the local authority and the school nurse and use pupil attendance ambassadors to provide support. Pupils appreciate the rewards they receive for regular attendance, such as certificates given to them in assemblies. Leaders recognise they need to continue to improve pupils' attendance further, including in the early years.

Pupils' behaviour across the school is positive and purposeful. The tailored support that leaders put in place has a clear impact on reducing barriers and supporting some pupils' ability to manage their emotions. Professional learning for staff ensures they apply the school's behaviour policy consistently and fairly. Pupils demonstrate self-discipline and highly positive attitudes to learning, with younger pupils benefiting from the role models provided by older pupils. The school is calm and orderly. Low-level disruption in lessons is

rare. Pupils live up to the school's high expectations for their conduct. Relationships are respectful and genuine.

Early years

Expected standard 

Leaders have created a warm and nurturing environment where children benefit from caring, trusting relationships with staff. They have designed an ambitious, well-structured curriculum that guides learning from Nursery to Year 1. Leaders understand the children's needs and the barriers they face. For example, they place an emphasis in the curriculum on communication and language, as they recognise that this is a priority when children start. High-quality staff interactions help children develop their language and deepen their learning. Stories and rhymes further extend children's vocabulary. In Reception, children begin to learn to read swiftly. Staff teach letter sounds well and provide books that are closely matched to children's abilities.

Well trained staff support children, including those with barriers to learning. When staff identify gaps in children's knowledge, they provide effective support and appropriate adaptations, including one-to-one support and visual prompts. Early years leaders work closely with key stage 1 staff to ensure that gaps in knowledge and skills continue to be addressed as children move on. Children enjoy activities that support their development across all areas of the curriculum. They generally achieve well and make secure progress in the early years. Leaders build effective links with families through home visits and workshops for parents and carers.

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

Pupils flourish at Osmani Primary School. They are encouraged to succeed and supported to do so in equal measure. Pupils enjoy their learning and love to talk about what they know. They work collaboratively and express themselves clearly. Pupils are safe. They have adults they know they can talk to if they have any concerns. Bullying is very rare. If incidents occur, staff deal with them swiftly and effectively.

Pupils follow a curriculum that is broad and ambitious. They spend time securing their early reading, writing and mathematical knowledge. This starts in the early years, where children benefit from high-quality interactions with staff. If pupils face barriers to their learning or wellbeing, staff make appropriate adaptations or put effective support in place. Pupils are very well prepared for the next stage of their education. By the time they leave the school, their achievements in national tests are above the national averages.

Pupils' behaviour is a delight to see. They rise to the high expectations that leaders have of them. Clear rules and routines are understood securely and followed consistently. Warm and respectful relationships exist between staff and pupils. Pupils are committed to their learning. They attend well and leaders continue to work to improve attendance further.

Pupils are polite, confident and engaging. They demonstrate self-control, determination and resilience. They show respect for differences between people and have a detailed understanding of respect, individual rights and life in modern Britain.

A wide range of experiences and events provide opportunities that develop pupils' character and interests. Pupils visit museums and galleries, perform as part of music festivals and compete in sports events. They develop their knowledge of money management and the school has received recognition for this work.

Next steps

- Leaders should further develop their work to improve attendance, particularly in the early years.
-

About this inspection

The chair of the board of governors in this school is Mike Tyler.

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 the headteacher, senior leaders and subject leaders. They also held meetings with the members of the local governing body and a representative from the local authority during the inspection.

The inspectors confirmed the following about the school:

The school does not currently use any alternative provision.

Headteacher: Mrs Oluremi Atoyebi

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspectors:

Robin Boshier, Ofsted Inspector

Paul Robinson, Ofsted Inspector

Sean Flood, 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 27 January 2026

School and pupil context

Total pupils

419

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)

39.21%

Above 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

6.92%

Well 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

10.98%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	77%	61%	Above
2024/25 (revised)	78%	62%	Above
2023/24 (final)	77%	61%	Above
2022/23 (final)	77%	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	86%	74%	Above
2024/25 (revised)	85%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	87%	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	86%	72%	Above
2024/25 (revised)	84%	72%	Above
2023/24 (final)	88%	72%	Above
2022/23 (final)	87%	71%	Above

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	88%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	87%	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	80%	46%	Above
2024/25 (revised)	81%	47%	Above
2023/24 (final)	89%	46%	Above
2022/23 (final)	71%	44%	Above

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	87%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	95%	63%	Above
2023/24 (final)	94%	62%	Above
2022/23 (final)	71%	60%	Close to average

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	88%	59%	Above
2024/25 (revised)	86%	59%	Above
2023/24 (final)	100%	58%	Above
2022/23 (final)	81%	58%	Above

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	87%	60%	Above
2024/25 (revised)	86%	61%	Above
2023/24 (final)	94%	59%	Above
2022/23 (final)	81%	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	80%	68%	12 pp
2024/25 (revised)	81%	69%	12 pp
2023/24 (final)	89%	67%	21 pp
2022/23 (final)	71%	66%	5 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	87%	80%	7 pp
2024/25 (revised)	95%	81%	14 pp
2023/24 (final)	94%	80%	15 pp
2022/23 (final)	71%	78%	-7 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	88%	78%	11 pp
2024/25 (revised)	86%	78%	7 pp
2023/24 (final)	100%	78%	22 pp
2022/23 (final)	81%	77%	4 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	87%	80%	7 pp
2024/25 (revised)	86%	81%	5 pp
2023/24 (final)	94%	79%	15 pp
2022/23 (final)	81%	79%	2 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)	4.8%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	6.2%	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)	10.3%	13.3%	Close to average
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	18.5%	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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