

# Osmani Primary School

Vallance Road, Whitechapel, London E1 5AD

## Inspection dates

15–16 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has ensured that the school has continued to provide a high quality of education since the last inspection. She has skilfully developed outstanding and sustainable leadership across the school. Leaders have maintained the good quality of teaching despite a high turnover in staff.
- Teachers and teaching assistants work exceptionally well together to ensure that pupils receive the support they need to make good progress.
- The behaviour of pupils is outstanding. Pupils' positive attitudes enhance their learning. They display high levels of engagement and maturity enabling them to work well with their peers.
- Pupils develop essential skills in literacy and numeracy across a wide range of subjects. Regular school trips enrich their studies, inspire their interest and motivate them to read and write more extensively.
- Pupils thrive because they are well cared for and have positive relationships with each other and the adults in the school.
- The early years provision is outstanding. It is very well led. Highly effective teaching enables children to make good progress from their starting points. Consequently, they embark on the next stages of their education from a firm foundation.
- Pupils thrive on responsibility. They respect and celebrate the diversity of their backgrounds. Pupils' spiritual, moral, social and cultural education pervades all aspects of school life.
- Outstanding leadership enables increasing proportions of pupils to make good progress by the end of key stage 2 from their different starting points. Disadvantaged pupils make progress at rates close to, or above, other pupils nationally. Outcomes for pupils are good. Leaders' strategies to improve outcomes further are at an early stage of implementation and so have not had time to take full effect.
- Schemes to promote enjoyment of reading are successful. Pupils are enthusiastic about choosing books about a wide range of subjects that interest them. However, some of the most able pupils, including most-able disadvantaged pupils, do not read challenging texts often enough to help them make rapid progress in reading.
- Some of the most able pupils, including the most able disadvantaged pupils, do not make the progress of which they are capable in some year groups because they are not sufficiently challenged.

## Full report

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

- Increase the proportion of pupils achieving greater depth in their learning and high standards in reading, writing and mathematics by ensuring that:
  - the most able pupils, including most-able disadvantaged pupils, are routinely and sufficiently challenged in all subjects and year groups
  - pupils read challenging texts regularly and often, receiving the support they need to know how to improve their reading further.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher leads the school with exceptional devotion. She sets a fine example of high standards, ambition and care to which her staff respond with dedication, hard work and commitment.
- The headteacher's relentless drive for further improvement is reflected across the very strong governing body and leadership team. Their regular and thorough evaluation of all aspects of the school mean they are quick to respond when standards drop, putting in place well-thought-out strategies, leading to improvements.
- While overall leadership of the school has been stable since the last inspection, the headteacher has wisely developed and extended leadership roles. She has drawn on the strengths of her team to create the roles of phase leaders and phase managers. She provides new leaders with valuable guidance and training so that they are able to fulfil their roles effectively.
- Leaders hold teachers to account effectively for the quality of teaching in their areas of responsibility, providing their colleagues with helpful training and bespoke support so that improvements are made. By providing high-quality induction and professional development opportunities for teachers and teaching assistants, outstanding leadership has ensured that high standards are maintained in the quality of teaching, in spite of regular changes to teaching staff.
- Leaders' regular monitoring of school systems ensures that policies are used consistently and are effective. For example, teachers use the school's behaviour policy fairly and successfully. Pupils are very clear on what is expected of them and incidents of poor behaviour are rare.
- Leaders track pupils' progress comprehensively. This ensures that pupils who are falling behind receive the support they need to catch up. Leaders, including governors, carefully monitor the allocation of the pupil premium funding so that individual pupils receive support where it is needed most. As a result, disadvantaged pupils make progress at rates at least as good as other pupils nationally, and often better.
- Outcomes for pupils are good, with pupils' rates of progress from different, often low, starting points rising. Leaders recognise rightly what is needed to improve pupils' outcomes further in order to be outstanding. For example, to increase the proportion of most-able pupils making the progress of which they are capable, and reaching high standards. Leaders have rapidly put in place appropriate interventions this academic year. These interventions are at too early a stage to have led to sustained improvements in pupils' outcomes.
- Leaders ensure that pupils develop essential skills and knowledge by studying a wide range of subjects. Pupils in all year groups are inspired to read and write more because of their educational trips that link with each topic they study.
- Spiritual, moral, social and cultural education is promoted highly effectively in all aspects of school life. Pupils take very seriously their role as Rights Respecting Ambassadors, linking with the United Nations Convention on the Rights of the Child. Pupils are very familiar with articles of the convention, such as celebrating differences,

because of the routine reference and promotion of these values across the school, in lessons, displays and assemblies.

- Leaders provide pupils with valuable opportunities to take on positions of responsibility and be positive role models for others. Pupils relished putting together a manifesto of reasons why they should be elected to positions, such as attendance ambassadors. In this role, pupils visit classes and talk to those who need to improve their attendance and punctuality. They demonstrate their commitment to following the school's rules and to helping others overcome difficulties.
- Leaders review carefully the expenditure and impact of the physical education and sports premium so that teachers and pupils benefit from training in a wide range of sports. Teachers have developed their skills and increasing numbers of pupils participate in sports clubs and events.
- Leaders place the utmost importance on all pupils having equal opportunities to take part in school events and curricular opportunities. Homework club at lunchtime includes pupils who might have limited opportunities to complete project work at home.
- Leaders nurture positive relationships between staff and pupils. Pupils are respectful to the adults in the school. Pupils appreciate how approachable leaders are to hear their news and ideas. Pupils frequently add notes to a notice board outside the headteacher's office with suggestions and questions, to which she helpfully responds.

## **Governance of the school**

- The governing body is experienced and committed. Governors ensure that they are knowledgeable about all aspects of the school by carrying out regular and helpful visits to the school and receiving comprehensive reports from subject leaders. They are well-placed to support and challenge leaders in their drive and ambition for continued improvements in the school.
- The governing body has an accurate view of their strengths. Governors attend training and commission additional support appropriately when they need to develop their skills and knowledge. As a result, they interpret achievement information ably and place a high priority on overseeing the optimum investment of the pupil premium funding.
- Performance management is well-organised and thorough. Leaders, including governors, ensure that teachers' targets accurately link with the priorities in the school improvement plan.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders make certain that safeguarding pupils is central to each member of staff's responsibilities. Safeguarding training for all staff is up to date. The headteacher prioritises safeguarding training in induction training whenever new staff join the school. Staff are alert to, and follow up swiftly, risks to their pupils such as female genital mutilation or radicalisation. Leaders work relentlessly with outside agencies as needed so that they pursue concerns about pupils vigilantly.
- Leaders maintain well-organised and detailed records which show they make all the

required checks on the suitability of staff to work with children.

## Quality of teaching, learning and assessment

Good

- The close collaboration between teachers and teaching assistants is a strength of the school. They are quick to spot when pupils require more help and provide them with the support they need. Teachers' and teaching assistants' careful planning and skilful questioning enables pupils to develop their thinking and to make good progress.
- Teachers plan well-structured and well-organised lessons. They recognise the school's priorities for improvement, taking appropriate opportunities to boost pupils' use of more complex vocabulary to develop their reading and writing skills. Pupils know what they have to do and what they are learning because of their teachers' clear explanations.
- Pupils have very positive attitudes to their learning. Incidents of low-level disruption are very rare because of teachers' consistently high expectations and their well-planned and stimulating lessons. Pupils present their work tidily and are proud of their achievements.
- Pupils engage enthusiastically with project work that teachers set for homework. They recognise how this work supports their learning at school, linking clearly with the topic they are studying. They gain valuable presentation and listening skills as they take it in turns to share their work on its completion with their peers.
- Teachers' high expectations allow pupils to flourish. Teachers routinely incorporate more stretching activities into their lessons, for example, the 'tricky, trickier, trickiest' calculations in mathematics. Pupils respond diligently and determinedly to challenge, demonstrating persistence when they find work more difficult and enjoying solving a problem they have found difficult. This helps them to make progress. However, expectations of the most able pupils are not high enough as they often find the challenges too easy.
- Teachers generally use the school's assessment policy consistently so that pupils have the opportunity to reflect on and improve their work. Teachers' focus on grammar, punctuation and spelling helps pupils to improve the quality of their writing. However, there is some variation in how productively pupils respond to their teachers' written feedback and so some, especially the most able, do not deepen their thinking far enough.
- Teachers and teaching assistants provide effective support for those who need extra help to catch up with others in reading. However, opportunities vary for pupils to develop their reading skills as quickly as they are able. The most able pupils sometimes read books that they find too easy and are unclear on how they can develop their reading further.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- The dedicated attendance team monitors pupils' attendance closely. They follow up pupils' absence diligently. The school works highly effectively with outside agencies to support individual pupils and their families to overcome their particular difficulties in getting to school on time. Pupils' attendance to school has improved and is above average.
- Children in the early years, and pupils throughout the school learn how to identify risks and keep themselves safe. They are well-versed in the importance of working safely online because of regular reminders from their teachers.
- Pupils feel safe and secure in and around school because adults supervise them well. This watchfulness extends to regular school trips. Leaders welcome the involvement of parents who accompany trips, and provide them with appropriate training on health and safety before they are able to attend.
- School staff are vigilant to pupils' level of fitness. They promote healthy lifestyles through the curriculum and pupils benefit from a range of after-school sports clubs. This includes all the family with 'healthy workshops for families' focusing on healthy eating and ways to boost activity.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils conduct themselves calmly and politely around the school because of their teachers' high expectations as well as the expectations pupils have of each other. There are well-established routines so that pupils respond promptly to their teachers' requests. Pupils are polite and welcoming to visitors and demonstrate loyalty to, and are proud of, their school.
- Mutual respect and consideration for others is integral to the ethos and values of the school. Staff nurture pupils' caring attitudes towards each other. Pupils take on leadership roles such as Rights Respecting Ambassadors and 'attendance ambassador', conducting themselves maturely and sensibly. Pupils know it is right to be kind to each other. They take seriously when a 'golden right' is broken and pupils reflect on the impact of their behaviour using 'thinking it through sheets'. Pupils are adamant that serious incidents of poor behaviour, such as bullying, are very rare. Leaders' close monitoring of behaviour supports this view. Parents and members of staff who completed surveys for this inspection agree that pupils behave well.
- Actions taken by leaders to improve pupils' behaviour at playtime have been effective. Play leaders have received additional training so that they support pupils well at playtime. Pupils enjoy being 'playground friends' so that they make sure no one feels left out. Pupils interact positively and look out for each other. Pupils are confident that

the 'TAG' (tell, ask, get help) system, works very well to resolve any difficulties.

## Outcomes for pupils

**Good**

- By the end of key stage 2, most pupils make above average rates of progress in reading, writing and mathematics.
- The attainment of pupils in key stage 1 in reading, writing and mathematics is in line with the national average, and shows an overall trend of improvement after a dip in 2014. Disadvantaged pupils perform as well as other pupils nationally.
- The proportion of pupils who achieve the expected standard in phonics at the end of Year 1 is generally close to or above the national average. Leaders analysed carefully the basis for a drop in results in 2015 and provided the support that pupils needed to catch up with their peers. The difference in achievement between boys and girls is diminishing because of the well-planned additional help given to boys.
- Pupils who have special educational needs and/or disabilities make progress at similar rates to all pupils from their starting points, and achieve their individual targets.
- The school's own achievement information and the work in pupils' books indicate that pupils make progress across most year groups at rates that match and often exceed national expectations. However, there are a few inconsistencies between classes and subjects in the rates of progress of the most able pupils. Some of the most able pupils, including disadvantaged most-able pupils, do not make progress quickly enough and so do not achieve the high standards of which they are capable.
- The school's initiatives to encourage pupils to read more have been successful. Pupils speak enthusiastically about events that have encouraged them to read a wider range of books and choose books to add to the library. Leaders have introduced a wider range of classical texts into the curriculum, so that all pupils have the opportunity to read them. However, some pupils do not read sufficiently challenging texts or as frequently as they need to enable them to make rapid progress.

## Early years provision

**Outstanding**

- The early years provision is outstanding because it is led very well. Children make rapid and accelerated progress from below average starting points because of high-quality teaching and assessment.
- The percentage of children achieving a good level of development is above average. This represents outstanding progress from their different starting points and means that children are prepared effectively for key stage 1.
- Leaders establish their high expectations and priorities for school improvement from the earliest opportunity when children join the Nursery. Children are attentive and thoroughly engaged in their learning because of stimulating and enjoyable activities and lessons. Leaders ensure that staff receive high-quality training to support their performance management targets.
- Teachers, nursery nurses and teaching assistants work very well together. They know what each child needs to make progress. They provide a well-considered level of care,

guidance and support to ensure that the children develop well.

- Teaching is highly effective and targeted at areas of greatest need. Children are motivated by challenging questions. Adults take every opportunity to boost children's vocabulary and focus specific speech and language development to those children who need more help, including those who speak English as an additional language. Adults model their expectations so the children learn quickly. Adults' strong subject knowledge ensures that the teaching of phonics is effective.
- Children's 'learning journals' are detailed and thorough, showing that teachers use continued and accurate assessment to inform their planning.
- Adults rapidly establish well-organised routines so that children are clear on what is expected of them. Children interact very positively with each other, sharing resources willingly and taking turns appropriately.
- There are stringent procedures to safeguard the children. The early years is a safe and secure place for the children to learn. Children are able to express ways in which they keep themselves and others safe.
- Leaders ensure that children are very well prepared to start school. Early years staff are in regular contact with parents and with pre-school providers so that they are well-prepared to provide for each child's specific needs. Staff maintain close communications with parents once their child starts school. Parents' regular helpful contributions to their child's assessments highlight the strong partnership between home and school.
- Classrooms and the outdoor areas are attractive and stimulating with an extensive range of resources and activities. Opportunities for children to practise their skills in reading, writing and numeracy are integrated throughout.



## School details

Unique reference number	100934
Local authority	Tower Hamlets
Inspection number	10019246

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair	Mr Mike Tyler
Headteacher	Mrs Oluremi Atoyebi
Telephone number	020 72478909
Website	<a href="http://www.osmani.towerhamlets.sch.uk">www.osmani.towerhamlets.sch.uk</a>
Email address	<a href="mailto:head@osmani.towerhamlets.sch.uk">head@osmani.towerhamlets.sch.uk</a>
Date of previous inspection	24–25 November 2011

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium is greater than average.
- The proportion of pupils representing minority ethnic groups is much higher than average. Most pupils represent Bangladeshi heritage. A much higher proportion of pupils speak English as an additional language than average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average. Slightly more pupils than average have a statement of special educational needs or an education, health and care plan.

- The school meets the government's current floor standards, which are the minimum expectations for the attainment and progress of pupils in English and mathematics by the end of key stage 2.

## Information about this inspection

- Inspectors observed teaching in 16 lessons, sometimes accompanied by school leaders. They also made shorter visits to lessons across all year groups. One inspector attended an assembly. Inspectors looked at work in pupils' books.
- Inspectors held meetings with: the headteacher, the deputy headteacher and other senior leaders; the chair of the governing body and the vice-chair; the school's business manager; the phase leaders and phase managers; and a representative of the local authority.
- Inspectors met formally with groups of pupils and held informal conversations with pupils and members of staff. One inspector listened to pupils read.
- Inspectors observed pupils' behaviour in lessons and around the school.
- One inspector held informal conversations with parents at the start of the school day.
- The inspector considered Ofsted's surveys completed by staff and pupils and responses to Ofsted's online survey, Parent View.
- Inspectors evaluated a range of documentation including: the school's self-evaluation and improvement plan; minutes of meetings of the governing body; anonymised performance management records; records of the monitoring of the quality of teaching; documents relating to the safeguarding of pupils; and the school's achievement information.

## Inspection team

Amanda Carter-Fraser, lead inspector	Her Majesty's Inspector
Edison David	Ofsted Inspector
Rick Barnes	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Chris Birtles	Ofsted Inspector

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