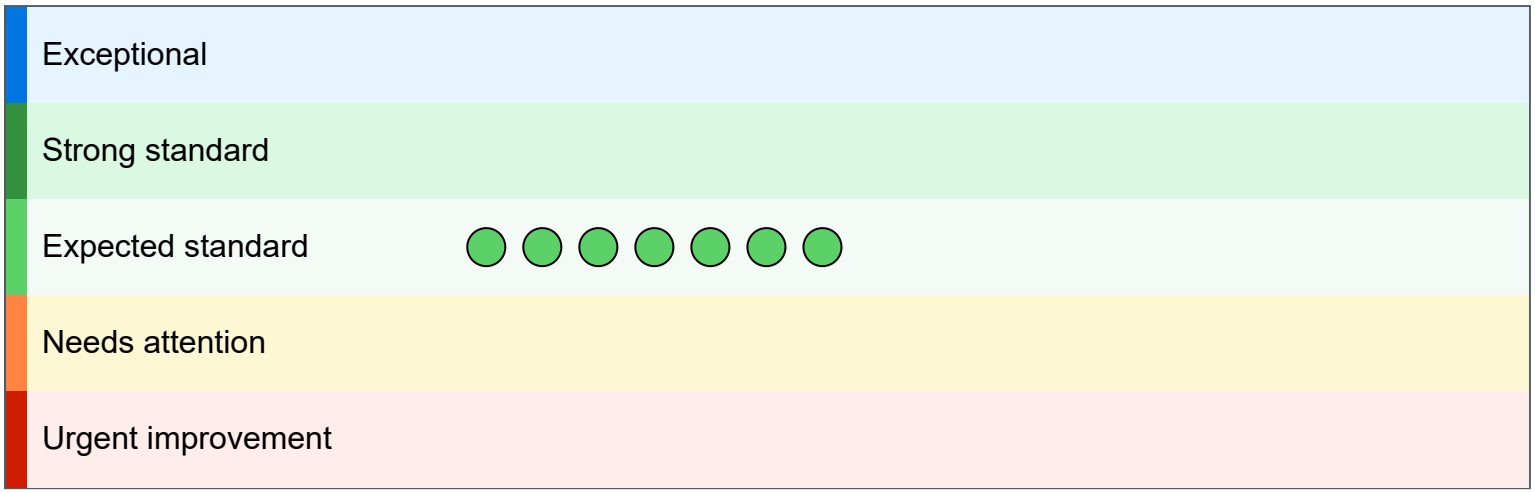
Olga Primary School

Address: Lanfranc Road, Bow, London, E3 5DN

Unique reference number (URN): 100916

Inspection report: 20 January 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.

Expected standard

Achievement

Expected standard

Pupils generally achieve well. Leaders ensure that the learning of the most important skills in early reading, writing and mathematics are prioritised as soon as pupils enter the school. Pupils, including those with barriers to their learning, generally achieve close to national averages in published outcomes by the time that they leave the school.

Pupils who require additional help with their learning are typically supported well so that they are able to make progress through the curriculum, including with reading. To strengthen achievement further, leaders have recently started to introduce more support for pupils to improve their reading fluency and their comprehension skills.

Pupils build effectively on their previous learning and develop their understanding progressively. They can express themselves using subject-specific vocabulary when they talk about their learning. For example, pupils explain how they ensure that their practical experiments in science lessons are a fair test. Overall, pupils are well prepared for the next stage of education by the time that they leave the school.

Attendance and behaviour

Expected standard

Leaders have made changes to attendance procedures over recent years. These have had a positive impact on pupils' punctuality and rates of attendance. Effective processes are in place so that barriers to pupils attending regularly and on time are addressed. Leaders carefully analyse data and take action to support pupils and their families where needed. They work with external agencies to intervene in wider issues that may be impacting on attendance. Persistent absence has greatly reduced as a result of these actions. Pupils enjoy coming to school. They understand the importance of attending school regularly.

Behaviour routines are generally followed well in lessons and around the school. Staff teach pupils about the high expectations in place, explaining the school rules clearly and effectively. As a result, pupils understand the importance of behaving well. They display positive attitudes to their learning. Bullying is rare and pupils are confident that adults will intervene if this does occur. They appreciate that staff will take time to discuss incidents and offer extra support, if needed. Pupils are encouraged to reflect on their behaviour and to consider what they can do differently in the future. Leaders have a detailed understanding of behaviour across the school. They use this to identify and address any emerging patterns. This helps to inform the wider support provided to pupils.

Curriculum and teaching

Expected standard

Leaders have designed a well-ordered curriculum that starts from the early years. It builds effectively on the knowledge and skills that pupils have previously learned. This helps pupils to know and remember more over time. Leaders are determined that pupils will see themselves reflected in the subjects they study. They have ensured that the people, places and texts that pupils use in their learning represent the diversity of the school and build a broad body of knowledge.

From early years onwards, pupils are taught to secure the most important skills and knowledge that they need in reading, writing and mathematics. This focus helps them to confidently learn the wider curriculum. Pupils learn to use their phonics knowledge to blend sounds and read words accurately. The books that they read are suitably matched to their reading development so that their reading skills progress well. Pupils are also encouraged to develop a love of reading. Leaders have started to refine the support that teachers provide for pupils who struggle with reading in key stage 2. Overall, this support is effective in helping these pupils to catch up. However, there are instances where this support is not as purposeful as it should be in supporting pupils' reading fluency and comprehension skills.

Staff generally identify and correct pupils' mistakes and misconceptions. Leaders ensure that staff receive the training that they need to deliver the curriculum effectively. Pupils with additional needs, including those with special educational needs and/or disabilities, are typically supported well in their learning. However, recent changes to improve some areas of the curriculum have not, at present, been embedded in teaching approaches. At times, in these areas, the work provided to pupils does not support them to develop the same depth of knowledge and understanding as they do in other subjects.

Early years

Expected standard

The curriculum for early years has been carefully designed. Based on 'big ideas', it ensures that children are supported to build their learning on what they already know. Communication and language have been identified as an area of focus for children as they join the school. Leaders have ensured that this is prioritised. Staff support children's speech development by modelling language successfully and extending children's vocabulary, for example, with questions and through conversation.

The teaching of early reading, writing and mathematics skills is linked to children's interests and engaging texts. For example, children learn about numbers through traditional tales such as 'Goldilocks and the Three Bears'. Children develop their physical skills to prepare them for writing through activities such as making cupcakes in the home corner. Staff prioritise the teaching of reading. In the Nursery Year, for instance, children enjoy stories, songs and rhymes with a focus on sounds that they hear around them. As they move into the Reception Year, children are taught phonics and learn letter sounds. This helps them to prepare to read.

Staff keep parents and carers well informed about their children's learning, including, for example, through formal and informal meetings and being available to talk to parents at the start of each day. Typically, children are well prepared for their move into Year 1.

Inclusion

Expected standard

Leaders and staff typically identify pupils' additional needs swiftly and accurately. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Leaders demonstrate a detailed understanding of the different types of support that pupils need and how this support is implemented in the school. Pupils' needs are tracked and leaders make checks on the impact of the support provided. Additional funding is used appropriately to support pupils who are disadvantaged to overcome barriers to their learning or wellbeing.

Staff receive suitable training to ensure that they have the required skills and knowledge. Leaders access a wide range of specialist support to inform the additional help that pupils receive. This includes speech and language and behaviour therapy and advice from specialist settings. Leaders also make use of external professional expertise to inform the training that staff receive. Leaders have worked effectively to secure improvements to the quality and impact of the school's approaches. This means that, typically, pupils at the school are supported effectively. Pupils who access the 'Holly' provision also benefit from carefully tailored support to meet their individual needs. Beyond this, pupils are helped in a variety of ways to overcome barriers, including, for example, through the support of additional adults. Some pupils also benefit from adapted resources to ensure that they can access the learning in class. However, at times, some pupils who require additional support in their learning are not helped as quickly or effectively as they could be.

Leadership and governance

Expected standard

Leaders have a clear understanding of the school’s context. They know pupils and their families well. Leaders use this insight to take decisions and make changes that are in the best interests of pupils. They have clear reasons for their improvement priorities. Leaders work skilfully to ensure that there is continuous improvement in the school's work. They ensure that pupils learn a broad curriculum, which also reflects the diverse background of the school's community.

Leaders have put in place appropriate professional learning to further develop staff expertise. This is planned carefully in order to match current school improvement priorities and includes guidance from external organisations and professionals. Nevertheless, some of this improvement work is at an early stage.

Governors are clear about the vision and strategic direction of the school. They use their specialist knowledge to contribute to the improvements being made. They understand their statutory duties and ensure that these are fulfilled. Governors offer support and challenge in equal measure. They ask questions about how pupils, including those who face barriers to their learning or wellbeing, benefit from the school's work. This informs governors' strategic oversight of the school's strengths and areas for further improvement. Staff appreciate the support that they receive for their workload and wellbeing. They feel that this is considered when decisions are made. Staff are confident that bullying and harassment are not issues for those working at the school.

Personal development and wellbeing

Expected standard

The curriculum for personal, social and health education is carefully structured so that pupils' learning builds each year. Leaders have ensured that the diversity of the school community is reflected in what pupils learn. Pupils respect the differences between people. They talk maturely about the different religions that they study and what they have in common. Pupils also learn that families may be structured in different ways. They celebrate the various cultural backgrounds of families at the school.

Pupils debate moral and ethical issues, including examining historical events such as struggles for individuals' rights. They demonstrate fundamental British values through their words and actions. Pupils speak eloquently about how equality does not mean that

everyone needs the same things. For example, they outline different ways in which people learn and the help that they may need. Pupils know how to stay safe online. Leaders have developed effective links with external agencies. These links help to support pupils in developing an age-appropriate understanding of the law and how to keep themselves safe in the wider community. Pupils talk knowledgeably about ways to stay physically and mentally healthy.

The offer beyond the academic includes a range of clubs, such as football, fencing and orchestra. Leaders are working to ensure that more pupils participate in these opportunities. Pupils benefit from visits that enrich their learning. For example, they have enjoyed learning from a local artist and a footballer. Pupils also have the opportunity to learn how to play a musical instrument. They take part in singing at local events. Pupils are proud of the support that they offer to their peers at lunchtimes in their roles as playground ambassadors. They are eager to make more of a contribution to school life in other ways.

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

Pupils are happy and safe at this caring school. They state that staff are nice and that they listen to their thoughts and ideas. Pupils know that if they have a concern, there are trusted adults that they can talk to who will resolve any issues. Bullying is rare. Pupils are confident that adults will sort out any issues quickly if these arise. They receive the support that they need to help them to attend school regularly.

Pupils follow the school rules to be ready, respectful and safe. Typically, pupils behave well in and out of lessons. Pupils are eager to discuss what they have learned. They express themselves clearly. Pupils listen well to each other. They learn to build on the thoughts and ideas of others in discussion.

Leaders have high expectations for pupils. The broad curriculum is designed so that learning builds successfully as pupils move through the school. Leaders ensure that pupils who face barriers to learning, including those who are disadvantaged, are typically given the support that they need to access learning effectively and to achieve well. By the time pupils leave the school, they generally achieve close to national expectations and are ready for their next stage of education.

Pupils are enthusiastic about the wide range of additional opportunities that they are offered at the school. They enjoy clubs and visits to galleries and museums, for example. Pupils also participate in sporting competitions and learn to play musical instruments. They are taught to respect differences and to celebrate the things that people have in common. They understand that people learn in different ways and that some pupils need extra support. Pupils see this as part of making things fair for everyone.

Next steps

• Leaders should continue to refine the approach to the teaching of reading in key stage 2 so that strategies to support pupils' fluency and comprehension are further developed.
• Leaders should continue to improve the identification of pupils who require extra support and the provision of effective interventions and adaptations for these pupils.
• Leaders should support staff to consistently make effective choices about what to teach and how to teach it, in the context of the subject, phase and pupils' needs.

About this inspection

The chair of the board of governors in this school is Lorraine Moss.

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:

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

The inspectors confirmed the following information about the school:

The school does not use any alternative provision for its pupils.

Headteacher: Lisa Bradley-Jones

Lead inspector:
Eleanor Ross, His Majesty's Inspector

Team inspectors:
Jeff Cole, Ofsted Inspector
Sarah Bailey, Ofsted Inspector
Tom Hart, 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 20 January 2026

School and pupil context

Total pupils

537
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

530
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)

37.18%
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

5.21%
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

14.15%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	58%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	52%	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	65%	74%	Below
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	61%	74%	Below
2022/23 (final)	56%	73%	Below

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	73%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	78%	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	69%	73%	Close to average
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	66%	73%	Close to average
2022/23 (final)	67%	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	43%	46%	Close to average
2024/25 (revised)	55%	47%	Close to average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	33%	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	50%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	72%	63%	Close to average
2023/24 (final)	42%	62%	Below
2022/23 (final)	36%	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	67%	59%	Above
2024/25 (revised)	72%	59%	Above
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	73%	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	56%	60%	Close to average
2024/25 (revised)	66%	61%	Close to average
2023/24 (final)	46%	59%	Below
2022/23 (final)	55%	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	43%	68%	-24 pp
2024/25 (revised)	55%	69%	-14 pp
2023/24 (final)	42%	67%	-25 pp
2022/23 (final)	33%	66%	-33 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	50%	80%	-30 pp
2024/25 (revised)	72%	81%	-8 pp
2023/24 (final)	42%	80%	-37 pp
2022/23 (final)	36%	78%	-42 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	67%	78%	-11 pp
2024/25 (revised)	72%	78%	-6 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	73%	77%	-5 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	56%	80%	-24 pp
2024/25 (revised)	66%	81%	-15 pp
2023/24 (final)	46%	79%	-33 pp
2022/23 (final)	55%	79%	-25 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)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	6.8%	5.9%	Above

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)	14.5%	13.3%	Close to average
2023/24 (3 term)	15.5%	14.6%	Close to average
2022/23 (3 term)	21.4%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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