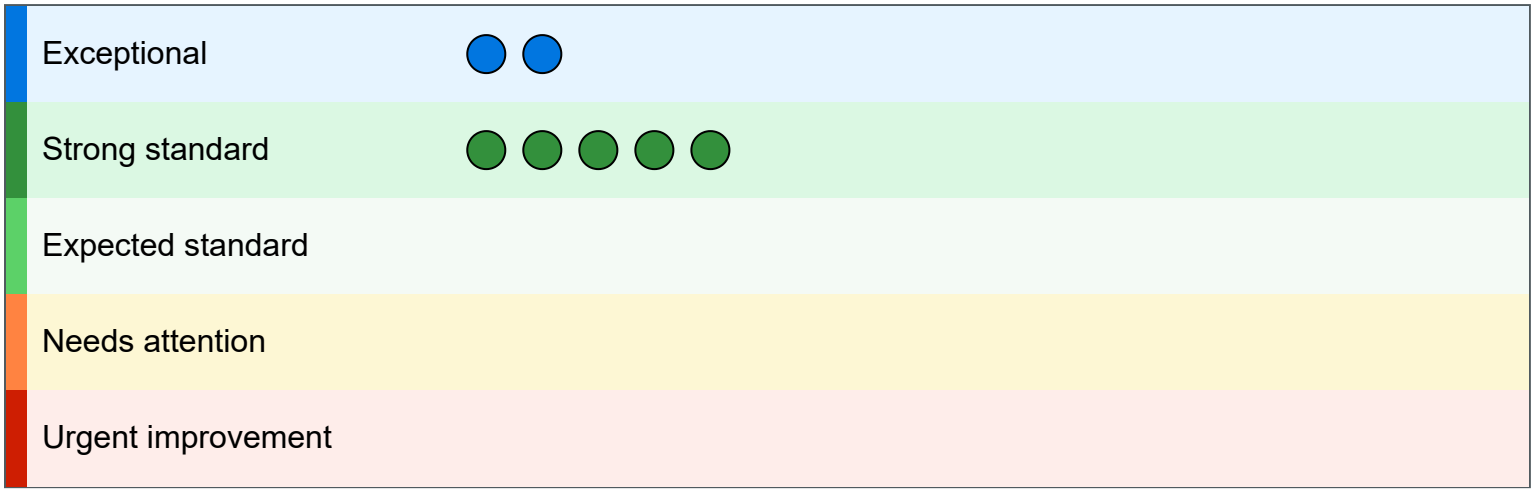
Pimlico Academy

Address: Lupus Street, Pimlico, London, SW1V 3AT

Unique reference number (URN): 135676

Inspection report: 24 February 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.

Exceptional

Inclusion

Exceptional

Leaders demonstrate an unwavering commitment to ensuring that disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and pupils known to children's social care experience the same high expectations, rich curriculum and ambitious opportunities as their peers. This inclusive culture permeates all aspects of school life.

A key marker of this exceptional provision is the precision and depth of the school's systems for the identification and monitoring of pupils' needs. The school has developed highly effective transition arrangements that rigorously identify and assess pupils' individual needs as they come to the school from other providers. Leaders maintain detailed monitoring, enabling timely intervention and personalised support. Leaders track pupils' progress rigorously and adjust strategies to ensure that pupils who are disadvantaged attain significantly above the national averages.

Pupils with SEND, including those supported in the specially resourced provision for pupils with SEND, are fully integrated into day-to-day life at school. Staff receive regular, high-quality professional development. Leaders are committed to partnership working, engaging with local advisory services to ensure that strategies impact positively on pupils.

Leaders use pupil premium funding to consistently enhance opportunities for disadvantaged pupils by removing barriers to learning. This includes ensuring that pupils can attend educational visits and cultural experiences. As a result of the school's culture of inclusion, pupils who benefit from this support achieve exceptionally well, both academically and otherwise.

Personal development and wellbeing

Exceptional

Personal development and wellbeing stand out as an extraordinary strength of the school. Leaders have crafted a deeply considered offer that is strategic, coherent and far-reaching, ensuring all pupils, especially those from disadvantaged backgrounds, can fully participate and benefit. This is underpinned by the 'Pimlico Promise' and a universal enrichment entitlement that guarantees access to experiences, such as theatre visits, residential trips, music participation and clubs. Pupils talk with great enthusiasm about their learning outside the classroom, which helps to develop a sense of real belonging and pride. Pupils with special educational needs and/or disabilities particularly benefit from this, with support provided to nurture their individual talents and interests. The cultural, social and character-building experiences have a profound impact on pupils' confidence and aspirations.

Pupils are highly knowledgeable about important topics, such as healthy relationships, staying safe online and mental health. Leaders ensure that relationships and sex education and health education equips pupils with the knowledge and skills they need to make informed decisions about their wellbeing, health and relationships, including in post-16 provision. Pupils develop a deep understanding of all that it means to live in modern British society. They treat others with respect and tolerance. Pupils are taught to understand and respect religious practices and customs and the diverse cultural values and beliefs of others.

The school’s careers education is highly effective. Careers guidance, taught lessons and the many different pupil leadership roles encourage pupils to be highly ambitious for their futures. Pupils have meaningful encounters with local employers and higher education providers. Work experience opportunities and trips are sought to broaden pupils' understanding of their possible next steps and future aspirations. These increase pupils’ aspirations for what they can do in the future. Tailored advice enables pupils to understand the steps they need to take to achieve their ambitions.

Overall, the school’s personal development provision ensures that pupils are exceptionally well prepared for their futures.

Strong standard

Achievement

Strong standard

Pupils make excellent progress during their time at school. Pupils’ knowledge builds securely as they progress through the curriculum from Year 7 to Year 13. Pupils in all years, and students in the sixth form, are highly motivated to do their best. They are extremely well prepared for their next steps in education, employment or training.

The attainment of disadvantaged pupils continues to be higher than that of other disadvantaged pupils nationally. In most areas, this group also outperforms their non-disadvantaged peers nationally.

Students’ achievement on their post-16 courses is strong and improving. While they achieve grades broadly in line with national averages, they make strong gains and are well supported to be increasingly independent and resilient in their studies. Disadvantaged pupils continue to achieve very well at post-16 level and produce high-quality work.

Attendance and behaviour

Strong standard

Leaders have put in place a range of successful strategies to improve attendance. As a result, attendance now sits above national averages, including for pupils with special educational needs and/or disabilities and disadvantaged pupils. Where pupils, including those who are disadvantaged, have barriers to attending, this is sensitively addressed. This includes providing individual, bespoke support for pupils' mental health and wellbeing, when this is required. Attendance for all groups of pupils continues to rise.

Behaviour across the school is consistently calm, orderly and highly conducive to learning. Leaders have created a culture where pupils know what is expected of them, and they willingly meet these high expectations. Pupils know that bullying is not tolerated and that teachers will deal with it.

Around the school, pupils are respectful and follow the school rules with ease. This is because all staff apply the rules fairly and consistently. When needed, appropriate actions are taken to help the very small number of pupils who do not consistently meet the school's behaviour expectations. With support, pupils learn to reflect on their behaviour and the

impact it has on others. This results in a noticeable improvement in individual pupils' behaviour over time.

Curriculum and teaching

Strong standard

Leaders have established a broad, ambitious and relevant curriculum that is carefully designed to meet the needs of all pupils and prepare them well for their adult lives. Pupils enjoy their learning and are motivated to succeed. They appreciate how teachers use their secure subject knowledge to skilfully help them to build knowledge and confidence over time.

Pupils learn detailed knowledge and skills across a breadth of interesting and engaging subjects. There is a focus on giving pupils a sophisticated vocabulary. Lessons are carefully designed so that pupils build strong foundations in communication, literacy and numeracy. Reading is a priority in the school. The school quickly identifies and helps pupils who need additional support to catch up.

The curriculum and teaching are highly effective in enabling pupils to make consistent progress, including those who join the school later or are new to English. These approaches are particularly effective for pupils who are disadvantaged. This is because teachers' checks on learning are highly effective and show where pupils may need extra help and support. Curriculum areas are well resourced so that pupils and students benefit from high-quality resources to help them learn what is most important.

Leadership and governance

Strong standard

At all levels, leaders are highly motivated and committed to the school, its pupils and the wider community. Trust leaders and those with responsibility for governance work collectively to ensure that pupils have a sense of belonging and thrive. Leaders put inclusion at the heart of their work. Their forensic understanding of the school, pupils and the local community means they are sharply focused on breaking down the barriers that their pupils and students face. As a result, pupils, their parents and staff speak very positively about being part of this successful school community.

Leaders throughout the school make decisions in the very best interests of pupils, and their work has a powerful impact on pupils’ lives. Leaders strategically identify which areas need improvement and put targeted actions in place, resulting in significant progress at the school, for example in the behaviour and conduct of pupils and the recent rapid improvement in attendance.

Staff know that their wellbeing and professional development matter to leaders. This includes teachers at the start of their career, who benefit from research-based learning and thoughtful mentoring as they develop their expertise. Many staff who have worked at the school over time refer to the transformational differences that leaders have brought about.

Members of the local governing board and those from the trust know the school very well. They meet regularly, ask challenging questions and make sure leaders keep standards high. Collective leadership is dedicated and highly ambitious for every pupil, including those who

face barriers to their learning and/or wellbeing. Their work continues to have a highly significant impact on pupils' achievement, behaviour and wellbeing.

Post 16 provision **Strong standard**

The post-16 provision offers a curriculum and range of qualifications that are broad and well matched to students' interests and aspirations. Leaders break down barriers to learning so that students are valued and supported to succeed in this highly inclusive post-16 provision. Teaching is thoughtfully adapted to help all students learn and achieve. The delivery of the sixth-form curriculum is of a consistent high quality. Teachers explain concepts clearly and check understanding regularly. They know students well and provide effective support for those with special educational needs and/or disabilities. As a result, students, including the most disadvantaged, build extensive knowledge about the subjects that they study. This means that students gain the qualifications they need to pursue their ambitious career aspirations.

Students in the sixth form benefit from an extensive programme that supports their personal development. They continue to build on their knowledge of important topics. These include current affairs, respect, tolerance and how to stay safe. Leaders ensure that post-16 students access a well-constructed careers programme. All students take part in meaningful work experience and have highly effective careers advice and guidance. They speak knowledgably and confidently about the choices that they have made or are making. As a result, students are very well prepared for their next steps.

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

Pupils value their experience at Pimlico Academy. They enjoy a rich, varied and inclusive school life, with a wealth of exceptional opportunities that broaden their horizons. Staff know pupils extremely well, expectations are high for everyone and inclusion is woven into daily practice. Pupils and staff speak about the culture shift that has happened and why they feel happy to come to school.

Pupils' behaviour is excellent throughout the school day. Routines are strong, staff are highly visible and pupils value the support they receive. Bullying is described as rare and not tolerated. Pupils feel safe and are confident that any concerns they may have will be taken seriously.

The school supports disadvantaged pupils and students in the sixth form exceptionally well. The highly inclusive nature of the school means that leaders expertly identify and quickly reduce barriers to learning. Pupils with special educational needs and/or disabilities, pupils known to social care and looked-after pupils all make significant progress from their starting points, academically, socially and emotionally.

Lessons in every key stage are purposeful and engaging. Pupils are well taught by highly motivated staff. They have a positive attitude to their learning and are keen to do well. As a result of high-quality teaching and learning, pupils make strong gains from their starting

points. They are extremely well prepared for their next steps. For many, this school is a guiding influence that helps to shape their future.

Life at this school is full of opportunities. Through the ‘Pimlico Promise’, every pupil is guaranteed experiences such as residentials, theatre performances, leadership activities and cultural events. They participate enthusiastically in a wide range of extra-curricular activities. These include sports, drama and music. These experiences help them to develop confidence, leadership and resilience. Pupils speak enthusiastically about careers events and employer encounters, which help them understand the wider world and raise their aspirations.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should continue to secure high attendance and raise the achievement of higher attaining pupils, including in the sixth form.

About this inspection

This school is part of the Future Academies trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr Lawrence Foley, and overseen by a board of trustees, chaired by Lord Nash.

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.

Inspectors held discussions with the executive principal, other members of the senior leadership team, other trust leaders, members of the local governing body, the CEO and the chair of the trust board. Inspectors spoke to pupils about their experiences of school and their views on behaviour and bullying.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 2 alternative provisions.

Executive Principal: Tony MacDowall

Lead inspector:
Sam Johnson, His Majesty's Inspector

Team inspectors:
Eliot Wong, Ofsted Inspector
Nathan Cole, Ofsted Inspector
Sarah Saunders, His Majesty's Inspector
Simon Conway, His Majesty's Inspector
Heidi Swidenbank, 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 24 February 2026

School and pupil context

Total pupils

1,095
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,250
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

57.86%
Well 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: 28.9%

Pupils with an education, health and care (EHC) plan

4.84%
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: 3.09%

Pupils with special educational needs (SEN) support

7.03%
Well below average

What does this mean?

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

National average: 13.4%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	57.7%	45.4%	Above
2023/24 (final)	53.5%	45.9%	Close to average
2022/23 (final)	48.5%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	54.2	46.0	Above
2023/24 (final)	50.3	45.9	Close to average
2022/23 (final)	50.7	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.27	-0.03	Above
2022/23 (final)	0.30	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	54.4%	25.8%	Above
2023/24 (final)	39.8%	25.8%	Above
2022/23 (final)	42.2%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	51.0	34.9	Above
2023/24 (final)	44.5	34.6	Above
2022/23 (final)	45.1	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.06	-0.57	Above
2022/23 (final)	-0.01	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	54.4%	53.1%	1.2 pp
2023/24 (final)	39.8%	53.1%	-13.3 pp
2022/23 (final)	42.2%	52.4%	-10.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	51.0	50.4	0.6

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	44.5	50.0	-5.6
2022/23 (final)	45.1	50.3	-5.2

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.06	0.16	-0.23
2022/23 (final)	-0.01	0.17	-0.18

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	90%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	93%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	38.56	34.99	Close to average
2023/24 (final)	36.56	34.38	Close to average
2022/23 (final)	34.28	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.0	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

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)	8.1%	8.1%	Close to average
2023/24 (3 term)	11.7%	8.9%	Above
2022/23 (3 term)	11.5%	9.0%	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)	25.6%	21.9%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	39.6%	25.6%	Above
2022/23 (3 term)	39.4%	26.5%	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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