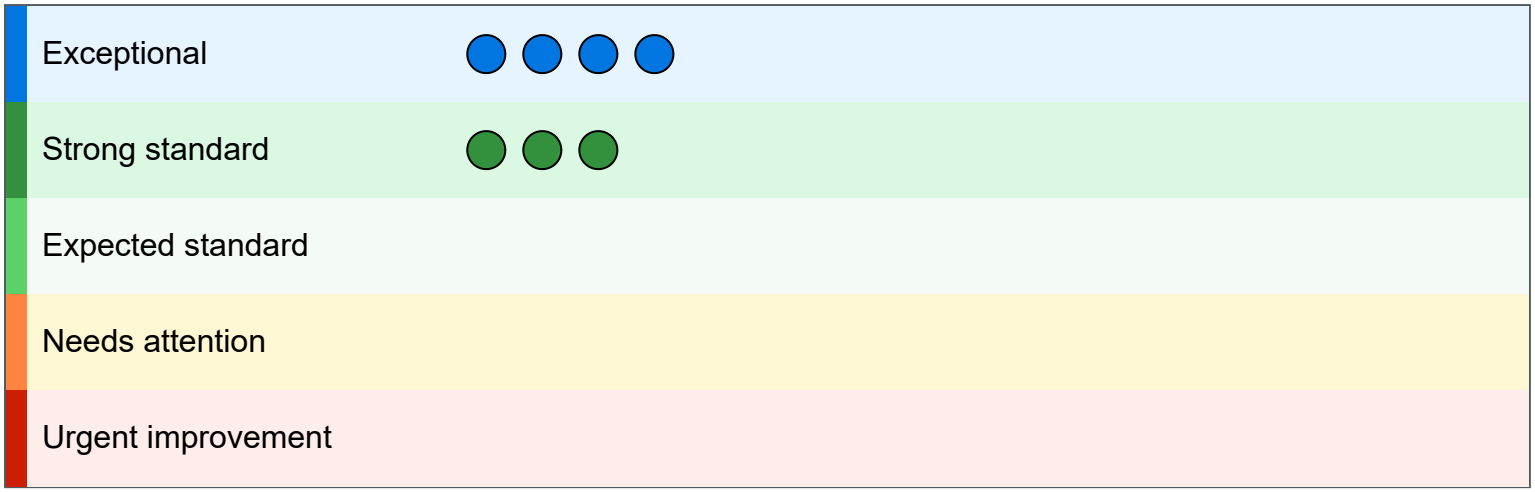
Queen's Manor School

Address: Lysia Street, London, SW6 6ND

Unique reference number (URN): 143212

Inspection report: 20 October 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

Achievement

Exceptional

Pupils at Queen's Manor School achieve remarkably well. They develop detailed, secure knowledge across the curriculum and produce work of a very high standard. Pupils' outcomes in national tests are excellent, including for disadvantaged pupils who achieve better than non-disadvantaged pupils nationally. When compared to other schools that do not have a special educational needs (SEN) unit, achievement is even more notable.

From the earliest stages, pupils build highly secure foundations in communication, language, reading and mathematics. They remember what they have learned, explain their thinking and apply their knowledge confidently, including when making connections across subjects. Pupils in the SEN unit make substantial progress from their starting points, including in communication, independence and engagement with learning. Staff assess these gains carefully and celebrate the success and progress that national tests do not capture.

Pupils develop the knowledge, skills and confidence that they need to thrive at this school and to prepare them remarkably well for the future.

Curriculum and teaching

Exceptional

Leaders have crafted an extremely ambitious, coherent curriculum that builds knowledge and skills cumulatively and extends learning beyond national curriculum requirements. Learning is sequenced with great care in both English and mathematics and across the wider curriculum so that essential knowledge is revisited, connected and deepened over time. Teachers make highly effective decisions about what to teach and how, drawing on their excellent subject knowledge, pupils' needs and a precise understanding of what pupils must learn next. Consistent classroom routines establish highly purposeful learning environments where pupils can focus fully on the key knowledge and skills being taught.

Teaching helps pupils to gain a deep understanding of how to learn effectively. For example, staff support pupils to develop their own 'learning muscles', such as 'effort', 'focus' and 'learning from mistakes', so that pupils become independent learners. Through thoughtful questioning and high-quality feedback, teachers encourage pupils to explain their reasoning, use what they know in new ways and make meaningful connections between current and previous learning.

Teachers routinely anticipate and identify misconceptions because ongoing assessment is integral to their teaching approach. They respond swiftly and with precise support, preventing gaps in knowledge from becoming barriers to future learning. Teachers adapt learning skilfully to meet pupils' different needs and starting points, ensuring that all pupils can access the comprehensive curriculum without compromising expectations.

Early years

Exceptional

Children experience an excellent start to school life. Communication and language are at the heart of the ambitious early years curriculum. Purposeful interactions between children and staff are woven throughout the school day. Leaders' sophisticated checks on the quality of provision ensure that every child experiences high-quality, purposeful interactions every day that extend and deepen their thinking. Stories, rhymes, role play and structured conversations are used skilfully to help children understand and use important vocabulary.

Children develop excellent attitudes to learning. Carefully planned activities and skilful feedback help them to work well together, focus for sustained periods and take pride in their achievements. Purposeful routines are well embedded, enabling children to become increasingly independent. Leaders ensure that children develop highly secure foundations in reading, writing and mathematics. Well-designed and engaging activities indoors and outdoors consistently enable children to put their learning into practice and deepen their understanding.

Leaders are uncompromising in their ambition for every child. Children who are disadvantaged, those with special educational needs and/or disabilities or those who face other barriers receive timely support that is matched precisely to their needs. Staff adapt resources and interactions thoughtfully to help every child to succeed without lowering expectations. Warm, nurturing relationships and well-considered care routines ensure that children feel safe and ready to learn. Leaders work closely with families to build on the secure foundations developed in the early years. Children are extremely well prepared for the next stage of their education.

Leadership and governance

Exceptional

Leaders have secured substantial and sustained improvements since the previous inspection. Their ambitious vision shapes decisions at every level, keeping pupils’ outcomes and experiences at the heart of the school’s work. Leaders have embedded high aspirations and a shared belief that every pupil can succeed. This is reflected in the achievements and progress of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders know the school extremely well. Their precise oversight and rigorous self-evaluation enable them to identify priorities and improve provision systematically. Leaders have strengthened support for pupils who face barriers to learning, helping them access the curriculum and make progress from their starting points.

Leaders are committed to staff development and wellbeing. They develop expertise across staff roles through coaching, training and collaboration. Staff at every career stage receive expert support that develops their knowledge and confidence. Leaders give thoughtful consideration to staff workload and wellbeing while maintaining high expectations. Leaders also work closely with colleagues in other local trust schools to share knowledge, develop expertise and extend leadership capacity beyond Queen’s Manor School. This has strengthened the quality of provision across the school and helped leaders to embed improvements in practice.

The trust and local governors understand the school’s priorities and provide highly effective support and challenge. They maintain oversight of leaders’ decisions, statutory responsibilities and safeguarding, with a clear focus on pupils’ best interests. Leaders work with families and external agencies to address barriers and secure appropriate support.

Strong standard

Attendance and behaviour

Strong standard

Leaders place a clear emphasis on pupils' regular attendance. They have well-developed systems to analyse patterns, identify barriers and ensure that external professionals provide the right support for families at the right time to help pupils attend school. Support is tailored to pupils' individual circumstances, including when difficulties outside of school affect their attendance. Leaders allocate resources and keep systems under review so that all pupils, including those who are disadvantaged or face barriers to engagement, continue to attend regularly.

Pupils conduct themselves impeccably well in classrooms and around the school, including at social times. Staff establish clear, consistent expectations for behaviour across the school. Calm, purposeful classrooms help pupils focus and engage. Staff specifically support pupils to manage their emotions, build positive relationships and show positive attitudes to learning. Staff respond thoughtfully to individual needs, including those of pupils with special educational needs and/or disabilities, making appropriate adjustments while maintaining high expectations. Pupils understand what bullying is. It is uncommon there, and staff help pupils to resolve any difficulties. Pupils learn to work together, treat others respectfully and resolve difficulties. They make a positive contribution to the success of Queen's Manor School.

Inclusion

Strong standard

An inclusive approach that is ambitious for all pupils is central to the work of staff at Queen's Manor School. Leaders have a systematic approach to identifying barriers to learning and participation and put precisely matched support in place so that pupils can access the curriculum and wider opportunities. This includes pupil premium funding being used wisely to enhance the opportunities for disadvantaged pupils. Leaders review the impact of their work carefully and make appropriate adjustments to provision when needed. Pupils, including those who are disadvantaged, those known to social care and those with special educational needs and/or disabilities, achieve very well.

Leaders implement a well-considered induction programme for pupils who join at different times in the school year. This carefully balances pastoral care, friendship-building and academic priorities, helping pupils to settle quickly. As a result, pupils develop a deep sense of belonging in the school community.

The school's special educational needs unit, 'The Pavilion', provides a structured learning environment for pupils with a range of learning needs. This provision reflects the same ambitious and inclusive approach seen across the wider school. Consistent routines and

curriculum adaptations that are well matched to each pupil enable measurable progress from starting points. Staff use assessment well to plan next steps. Leaders' focus on developing pupils' social communication and emotional regulation is evident in pupils' positive engagement.

Personal development and wellbeing

Strong standard 

Leaders plan personal development carefully from early years to Year 6. Pupils develop an understanding of their own wellbeing and how to keep themselves safe. They demonstrate a detailed understanding of the risks they may encounter online and in the real world, including consent and personal boundaries. Pupils can reflect on their own mental health and understand the importance of seeking help if needed. They apply their learning in choices that they make about food and exercise. Through their wider learning, pupils develop respect for others and an understanding of their responsibilities in modern Britain. As a result, pupils are well prepared for the future.

Museum visits, residential trips and opportunities to work with cultural organisations help pupils to engage with experiences that develop their talents and interests. Pupils positively influence school life. For example, pupils involved in the school council worked with staff to improve playground games and equipment. Pupils visit a local care home, where they read and play games with residents, learning to interact with different people and contributing to their local community. Such experiences help pupils to develop confidence and a sense of responsibility, while showing them that their contributions are valued.

Leaders ensure that the personal development programme is accessible to pupils with different needs and circumstances. Personalised approaches and carefully adapted resources help pupils with special educational needs and/or disabilities to learn about personal safety and emotional regulation. Staff share resources with families to reinforce important messages at home. Pastoral care is highly effective, whether through the range of trusted staff that pupils can name or by specialist staff who are available when staff anticipate greater levels of need. Leaders recognise that careful attention is needed to ensure that all pupils can access the personal development offer. For example, they make adjustments to timetabled enrichment activities so that all pupils can benefit equally from the broad offer of clubs and leadership roles.

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

Pupils thrive at this school. They feel safe and know that they matter to the caring staff, who know them extremely well. Pupils understand and engage with the school's 'Harmony Rules', which help them to take responsibility for the positive and respectful relationships they build with each other. Behaviour is consistently positive both in and out of the classroom. Bullying is extremely rare, and pupils know that staff take their concerns seriously and help them to resolve difficulties.

Children in the early years make an excellent start to their education. They are nurtured and encouraged and become confident and curious learners. The precise and sustained focus

on language development is ambitious for all children and supports their learning from the outset.

Pupils throughout the school achieve extremely well. They are focused and hard working during lessons. Pupils enjoy learning and take pride in developing and sharing their knowledge. Teachers explain new ideas clearly, check pupils' understanding routinely and help them improve and celebrate their work. Pupils speak with enthusiasm, depth and detail about the subjects that they study. They benefit from an engaging curriculum and expert teaching, including an emphasis on how to learn effectively.

Ambition for every pupil is high. Pupils with special educational needs and/or disabilities, including those who attend the special educational needs unit, 'The Pavilion', are supported to access high-quality learning that is well matched to their needs. Staff identify and remove barriers so that pupils can participate fully in school life and make rapid progress from their starting points.

Pupils enjoy meaningful leadership responsibilities, a wide range of clubs and curriculum trips that broaden their horizons and nurture their talents and abilities. Pupils attend well, reflecting their engagement with everything the school has to offer. They leave Queen's Manor School as confident and enthusiastic learners, well prepared for the next stage of their education.

Next steps

- Leaders should continue their positive work around attendance so that pupils' attendance remains high and persistent absence rates further reduce.
- Leaders should continue to strengthen the precision of their work so that support for individual pupils with the highest needs leads to transformational outcomes.

About this inspection

This school is part of The United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

The executive headteacher is Seamus Gibbons.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 20 and 21 October 2026.

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 spoke with the executive headteacher, the headteacher, school leaders and the trust regional director, as well as members of the local governing body and a member of the board of trustees, during the inspection. They also spoke with pupils and the wider staff team.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school has a special educational needs unit. This caters for 20 pupils with a primary diagnosis of autism.

Headteacher: Kate Scott

Lead inspector:
Adam Hickman, His Majesty's Inspector

Team inspector:
Nell Nicholson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 20 October 2026

School and pupil context

Total pupils

138
Below 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: 268

School capacity

253
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: 300

Pupils eligible for free school meals (FSM)

23.53%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

17.39%
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: 4.1%

Pupils with special educational needs (SEN) support

13.77%
Close to average

What does this mean?

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

National average: 15%

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)

SEN unit

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	62%	Above
2023/24 (final)	44%	61%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	75%	Above
2023/24 (final)	67%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	72%	Above
2023/24 (final)	48%	72%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	87%	74%	Above
2023/24 (final)	59%	73%	Below

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	47%	Above
2023/24 (final)	43%	46%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	63%	Above
2023/24 (final)	71%	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	59%	Above
2023/24 (final)	43%	58%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	61%	Above
2023/24 (final)	57%	59%	Close to average

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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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	69%	11 pp
2023/24 (final)	43%	67%	-25 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	90%	81%	9 pp
2023/24 (final)	71%	80%	-8 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	78%	2 pp
2023/24 (final)	43%	78%	-35 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	81%	-1 pp
2023/24 (final)	57%	79%	-22 pp

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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
2025/26 (1 term)	4.9%	5.1%	Close to average
2024/25 (3 term)	6.7%	5.2%	Above
2023/24 (3 term)	8.1%	5.5%	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
2025/26 (1 term)	19.0%	14.4%	Above
2024/25 (3 term)	19.5%	13.0%	Above
2023/24 (3 term)	24.2%	14.6%	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.

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