

# Inspection of Amble Links Primary School

Links Avenue, Links Estate, Amble, Morpeth, Northumberland NE65 0SA

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Inspection dates: 12 and 13 November 2024

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils love attending this school. The youngest children make a great start in 'Little Pebbles', which is the provision for two-year-olds. They continue to grow in confidence through the Nursery and Reception classes. Pupils enjoy their learning throughout the school. They achieve well in most subjects. They develop a strong sense of responsibility and enjoy helping each other. Pupils and staff treat each other with respect. Behaviour, both in and outside the classroom, is impeccable.

The school has very strong systems to support pupils and their families. Staff are quick to identify barriers to learning. Parents can easily access advice about their children. Right from the start, staff adapt their approach to meet children's needs. Pupils with special educational needs and/or disabilities (SEND) achieve well. They play a full part in all aspects of school life.

Pupils strive to live up to the school's high expectations. They are helped by a culture of support and encouragement. Pupils love the 'it's OK' activities that celebrate differences. They enjoy taking part in the wide range of clubs and activities. They learn about different careers by meeting members of the community, who help rid the school of the mischievous 'Amble Links elves'.

Pupils feel safe at school. They know when and how to seek help. They trust staff to take them seriously and to sort out any problems if they arise.

## **What does the school do well and what does it need to do better?**

Leaders, including governors, are ambitious for all pupils. They constantly check and improve provision, making effective use of external advice. Staff feel listened to about their workload and well-being. They collaborate on improvements to the curriculum. This leads to successful implementation. The curriculum for the new Year 5 class and the revised programmes for reading and mathematics are strengths of the school.

The school's curriculum is broad and sequenced. Most subjects are well developed, and several are exceptionally strong. In these subjects, staff have detailed knowledge of key learning and pupils achieve high standards. A few foundation subjects are in the earlier stages of development and design. The school is currently reviewing subject content and training needs for staff. In these subjects, pupils' knowledge and understanding are less secure.

Provision for pupils with SEND is excellent. Staff are expert at identifying pupils' needs early on. The school also makes good use of external expertise and specialist staff. As a result, the school provides a range of effective adaptations. This includes support from adults, 'now and next' visual timetables and distraction screens. This support allows pupils with SEND to learn well. Most can keep up with their peers.

The school aims for all pupils to be fluent readers by the end of Year 1. Children in 'Little Pebbles' and Nursery classes enjoy a range of stories, songs and rhymes. Many sing as

they play. By the time they enter Reception class, children know many of their letter sounds. They are ready to begin formal phonics lessons. Phonics provision is strong. Pupils have regular opportunities to learn and practise sounds. Their reading books and writing activities match the sounds they learn. Pupils at risk of falling behind receive extra phonics and reading sessions to help them catch up. Most pupils practise their reading at home. Almost all pupils achieve well in phonics and are fluent readers by the time they start Year 3.

The mathematics curriculum is well sequenced. Pupils gain a thorough understanding of mathematical concepts and vocabulary. They have regular opportunities to apply their knowledge through solving problems. Most pupils enjoy their mathematics lessons and achieve good outcomes.

The school's programme for pupils' personal development is superb. Pupils use the '3Rs Robots' to help them understand responsibility, respect and resilience. Staff teach and celebrate these throughout school life. Pupils have lots of opportunities to take on responsibility. They value the work of play leaders, corridor monitors, library monitors and lunchtime helpers. The school's personal, social and health education (PSHE) programme is thorough. Pupils develop a strong understanding of relationships, equalities and fundamental British values. They use the 'ask it basket' if they want to ask questions privately. This work has a positive impact on behaviour and the respect pupils show each other. Pupils understand how to keep themselves safe. Their knowledge of online safety is exceptional.

Children thrive in the early years. Every area of the curriculum supports a strong start for key stage 1. Communication with parents is very effective. Children are quick to settle and learn routines. Even the youngest help to tidy up and can put on coats and boots. Staff are adept at developing children's language and social awareness through conversation. Children show remarkable cooperation, independence and interest in their learning. Well-planned activities and resources support this. As a result, children achieve strong outcomes.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- A few foundation subjects are at an earlier stage of design and implementation. As a result, there are gaps in pupils' knowledge. The school should ensure that staff receive training in these subjects and that pupils know and remember important concepts, so that pupils' knowledge in these subjects matches the high standards reached in the rest of the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	122173
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10346358
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Linda Williams
<b>Headteacher</b>	Paul Heeley
<b>Website</b>	<a href="http://www.amblelinks.northumberland.sch.uk">www.amblelinks.northumberland.sch.uk</a>
<b>Dates of previous inspection</b>	7 and 8 July 2021, under section 8 of the Education Act 2005

## Information about this school

- The school became a primary in 2024. The school's first Year 5 class was in place at the time of this inspection.
- The school offers wraparound childcare.
- The school does not use alternative provision.
- The school offers provision for two-year-olds.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and with governors. The lead inspector also held conversations with a representative of Northumberland local authority.
- Inspectors spoke with leaders about provision for pupils with SEND and considered relevant documentation and practice.
- Inspectors spoke with teaching and support staff and considered responses to Ofsted's staff questionnaire.
- Inspectors met with pupils throughout the inspection, both formally and informally, during breaktimes and in lessons. They also considered responses to Ofsted's pupil survey.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and geography. For each deep dive, inspectors met with subject leaders, visited lessons, talked with pupils and looked at pupils' work. Inspectors also spoke with pupils about their learning in other subjects.
- Inspectors considered the content of governing body minutes and other documentation.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, and spoke with parents at the beginning of the school day.
- Inspectors considered pupils' behaviour in and outside lessons. Inspectors also considered school behaviour records and spoke with pupils about behaviour.

## Inspection team

Ian Dawson, lead inspector

Ofsted Inspector

Jenny Parker

Ofsted Inspector

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