

Links Primary School

Address: Frinton Road, London, SW17 9EH

Unique reference number (URN): 102635

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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

Curriculum and teaching

Expected standard 

The curriculum is ambitious. It is designed to help pupils gain a depth of understanding across all subjects. Teachers have secure subject knowledge, which they use to question pupils effectively and develop their thinking. Whole-school teaching approaches are designed to support all pupils to access the curriculum. For example, staff select resources such as diagrams and pictures to help explain vocabulary. Teachers make appropriate adjustments to support the learning of pupils with special educational needs and/or disabilities, in line with the strategies agreed in pupils' individual learning plans.

Leaders have prioritised the development of strong foundations in reading, writing and mathematics. Teaching enables pupils to build a secure understanding of number. Pupils are supported to use their knowledge to solve mathematical problems as well as use subject-specific vocabulary, for example when explaining their answer to a question. The school has a consistent approach to the teaching of phonics. Reading is developed well through the school, for example, through daily class reading of ambitious texts. Teachers regularly check pupils' understanding and provide support to address gaps in learning. In some instances, this support is not as tightly focused as it could be in addressing gaps in reading development, including pupils' phonics knowledge. Similarly, some pupils who need further practice and guidance to develop handwriting fluency are not as well supported as they could be. Leaders' accurate understanding of curriculum quality and teaching means that the school is already acting effectively on these issues. However, some work is at an early stage of development, and as a result, its impact is not evident over time.

Early years

Expected standard 

Children actively engage in the stimulating and well-planned learning environment. A wide range of exciting activities enable children to independently practise what they have been taught. Leaders and staff think about how to surround children with language as they explore and play, including the words they want children to hear, understand and use. Some of staff's interactions with children are not as effective as they could be in developing language.

Children benefit from effective daily phonics sessions. They learn to read books matched to their phonics development. Teachers carefully check children's understanding and provide support to ensure that they keep up with learning. Most children apply their phonics knowledge well in their writing, holding their pen accurately.

Right from the start of Nursery, the curriculum is planned to make sure that children build the knowledge and skills needed for their future learning, both in the Reception Year and beyond. For example, in the shared outdoor learning environment, children benefit from practising skills to support their physical development. Teachers check what pupils know and remember, and staff address any gaps in learning. They ensure that Year 1 staff have full knowledge of children's achievements and areas where further support is required.

Behaviour routines are well established as children work together and take turns. For example, children readily use a timer to take turns fairly when sharing the trikes. Children

concentrate for sustained periods during activities. For example, children become absorbed in creating their own artwork, such as detailed watercolour pictures of daffodils.

Inclusion

Expected standard 

Leaders set a clear and inclusive vision that prioritises support for all pupils, including those with barriers to learning or special educational needs and/or disabilities (SEND). There is a shared expectation that all pupils access the full curriculum and that any barriers to learning are systematically identified and addressed.

Leaders use coherent systems to identify pupils' additional needs early. Staff training means that they know how to apply the school's expectations for inclusive practice. For example, staff professional development on developing communication has strengthened support for the high number of pupils who speak English as an additional language. Extensive work with the local authority and external professionals also guides bespoke support to meet pupils' individual needs. Through this partnership working, leaders ensure that additional individualised support is well planned and reduces pupils' barriers to learning.

The quality of provision is increasingly consistent and well monitored, with leaders adopting robust approaches for checking that pupils have the support they need. Leaders continue to prioritise making sure that high-quality teaching is available for all pupils to enable them to achieve well.

Leaders plan and monitor provision for disadvantaged pupils strategically. The pupil premium strategy focuses on improving outcomes, and actions are linked closely with the school priorities. Writing 'conferences', where pupils can reflect on how to improve, as well as targeted interventions, are examples of this additional support. Leaders' work is having a positive impact on pupils' outcomes.

Leaders ensure that pupils with SEND and disadvantaged pupils have equitable access to wider opportunities, ranging from music tuition to residential visits. In addition, leaders make sure that pupils and their families have access to practical support and guidance, such as that available through an on-site early help service.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the areas for development in the school and take appropriate actions to secure improvements. For example, they are taking well-chosen steps to strengthen teaching and the curriculum to bring about consistent improvements in pupils' outcomes. Their work is evident in the swift upward trend in pupils' achievement and attendance. Leaders use robust tracking and monitoring systems to ensure that they have secure oversight of progress in all areas of the school's work. They maintain a particular focus on pupils with special educational needs and/or disabilities so that these pupils receive bespoke support tailored to their individual needs.

Staff receive extensive professional development in line with the school priorities and to support their own development. Staff feel involved in school priorities and share the same high ambition for all pupils. Effective partnership work with 3 local schools enables leaders

to further enhance the school's training and development offer for its staff. For example, subject leaders across the partnership work together to develop curriculum thinking.

Governors understand the school's strengths and priorities. They assure themselves that leaders are addressing these priorities well. They have a secure grasp of their statutory duties. The school also collaborates with the local authority to further support its work to secure improvement.

Leaders have built a cohesive community culture. They ensure that parents and carers feel involved in school life and are kept abreast of information to support their children. Staff are proud to work at the school. They appreciate the support they receive from leaders and opportunities to work in partnership with colleagues in other schools. They also value the actions that leaders take to ensure that their workload is considered.

Personal development and wellbeing

Expected standard

The personal development programme ensures that pupils learn about positive relationships. Pupils demonstrate their understanding of relationships through the high levels of collaboration and support that they show each other. Relationships are respectful and pupils are kind. Pupils understand diversity. They appreciate and value the cultural heritage of the school community. Pupils celebrate one another's faiths, learning about religions and beliefs and how they differ from their own. This begins in the early years as children develop friendships and routines and learn to collaborate.

The school is ambitious about the opportunities and experiences they provide for all pupils. Personal development opportunities support pupils, including those who are disadvantaged, to leave school with confidence. This is demonstrated through the democratically elected pupil leadership roles. School ambassadors confidently show visitors around the school. The school council works with leaders to bring about positive improvements. For example, the school council's suggestion led to the introduction of 'mix up Monday', when pupils get to play in different areas of the playground.

Leaders carefully plan class trips and residential overnight stays to provide a wealth of experiences. The wide range of clubs enables pupils to develop new talents and interests, for example, in coding and cooking. Pupils enjoy representing the school at sporting events. Pupils have a secure understanding of how to keep safe online. Leaders are swift to provide further learning opportunities in response to any issues that arise. For example, pupils had the opportunity to work with the local police to further understand online safety. Leaders also make families and pupils aware of local safeguarding concerns, with pupils supported to learn how to stay safe in the local community.

Pupils learn how to keep mentally and physically healthy. Teachers ensure that pupils have strategies to understand their emotions. When needed, the school ensures that pupils can access specialist therapies to support their emotional wellbeing.

Needs attention

Achievement

Needs attention 

Pupils' achievement in national tests and assessments is variable. In reading and mathematics, pupils' attainment is typically close to the national average by the end of key stage 2. In writing, however, pupils have not attained well enough over time. Similarly, in phonics, a number of pupils do not meet the expected standard in the Year 1 screening check. This is because, in the past, there has been some variability around how gaps in learning were addressed. Consequently, pupils are not as well prepared for their next steps in learning as they need to be.

Leaders have taken effective steps to address the variability in how well teaching secures pupils' achievement. Their actions are starting to have an impact, including for disadvantaged pupils. Pupils who stay with the school for a number of years achieve well. From Year 1 onwards, pupils now build effectively on what they have learned in the Reception Year. They can recall what they have learned and make connections to new learning, using what they know to produce high-quality work in some subjects. Sometimes, pupils' work is not as high quality as it should be, with written responses not demonstrating their knowledge and understanding well enough.

Attendance and behaviour

Needs attention 

Behaviour across the school is calm and purposeful. Pupils engage well in their learning. Pupils appreciate the fairness of the new behaviour policy, understanding the need to be 'ready, respectful and safe'. Playtimes are a delightful environment as pupils enjoy the wide range of activities and play happily together. Leaders are responsive to any poor behaviour, treating it as a learning opportunity for all pupils. For example, leaders have introduced a programme on anti-racism to support the school's work to promote an inclusive environment. Pupils are highly respectful of each other, showing awareness and appreciation of their different characters and personalities. Bespoke support is provided for pupils who struggle with their behaviour. For example, these pupils benefit from access to a sensory and nurture space to help them settle and feel calm. This enables pupils to have success in school.

Over the last few years, school attendance has been below the national level. Some pupils are not attending school frequently enough, especially those with special educational needs and/or disabilities. Leaders have started to work with families to help them understand the importance of high attendance and punctuality. This is beginning to have an impact, and attendance is now improving. Leaders know families well and provide support to remove barriers to poor attendance. High attendance is now celebrated in school. Pupils strive to win Lincoln the bear as a class reward for high attendance, for example.

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

Pupils are excited and enjoy attending this school. Staff support pupils who join midway through their school life so that they settle in quickly. Staff know pupils' needs well. Staff provide high levels of support to address any barriers to learning that pupils may have. For example, the use of visual prompts throughout the school ensures that pupils can communicate and access learning, including those who are new to speaking English as an additional language.

Leaders have put in place a well-sequenced curriculum so that pupils can develop their knowledge effectively over time. Pupils are now achieving better in national tests than has been the case in the past, especially those who are disadvantaged. Leaders know there is more work to do to ensure that all pupils achieve well, especially in writing and phonics.

The school's values are at the heart of school life. Pupils demonstrate these values in their daily interactions. For example, great respect is shown for each other through the way that pupils value and celebrate their different backgrounds and beliefs. Pupil leaders take responsibility for supporting their younger peers through reading and activities at playtime. Behaviour is positive throughout the school. If pupils have any concerns, they have great confidence that a trusted adult will support them. Highly positive relationships between staff and pupils help pupils to feel safe in school.

High attendance is celebrated. For example, classes strive to win a week with Lincoln the bear as a reward for the highest attendance. This is helping to improve attendance, which has been too low for a long time. Pupils enjoy school and the wide range of enrichment activities. Many educational trips enrich the curriculum. For example, visits to The British Museum enhance pupils' understanding of the Ancient Egyptians and Maya. Pupils have the opportunity to learn new skills and develop resilience on the residential trips.

Next steps

- Leaders need to continue their work to improve pupils' achievement, particularly in writing and phonics, so that more pupils reach the expected and high standard in national tests at the end of Year 6.
- Leaders should continue to implement and evaluate their attendance strategy to support the improvements in attendance and reductions in persistent absence, particularly for pupils with special educational needs and/or disabilities.
- Leaders should ensure that staff maximise the opportunities for high-quality interactions with children, including in the early years, so that children develop their language and vocabulary as well as possible.

About this inspection

The chair of the board of governors in this school is Sabrina Winter.

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:

Inspectors spoke with school leaders, leaders, members of the governing board and a representative from the local authority during the inspection.

Information about this school:

The school does not currently make use of any alternative provision.

The school has undergone significant changes in leadership since the last inspection and is now led by an executive headteacher and 2 co-headteachers, Vicki Murray and Natalie Anderson.

The school works in partnership with 2 other local primary schools. The executive headteacher leads these schools as well as the Links Primary School.

Executive headteacher : Martin Roughley

Lead inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Team inspectors:

Helen Lockey, Ofsted Inspector

Calvin Henry, 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 10 February 2026

School and pupil context

Total pupils

322

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: 272

School capacity

524

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)

41.28%

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

3.11%

Close to 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

12.42%

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

Close to 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	50%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	49%	60%	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	73%	74%	Close to average
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	66%	74%	Below
2022/23 (final)	83%	73%	Above

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	58%	72%	Below
2024/25 (revised)	63%	72%	Below
2023/24 (final)	59%	72%	Below
2022/23 (final)	51%	71%	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	72%	73%	Close to average
2024/25 (revised)	70%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	83%	73%	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 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	36%	46%	Below
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	30%	46%	Below
2022/23 (final)	22%	44%	Below

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	60%	62%	Close to average
2024/25 (revised)	69%	63%	Close to average
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	56%	60%	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	53%	59%	Close to average
2024/25 (revised)	75%	59%	Above
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	22%	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	56%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	67%	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	36%	68%	-32 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	22%	66%	-44 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	60%	80%	-20 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	56%	78%	-23 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	53%	78%	-24 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	22%	77%	-55 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)	56%	81%	-24 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	67%	79%	-13 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)	6.3%	5.2%	Above
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	7.5%	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)	20.5%	13.3%	Above
2023/24 (3 term)	17.6%	14.6%	Close to average
2022/23 (3 term)	24.3%	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.

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