

Inspection of a good school: Lantern Community Primary School

Nene Road, Ely, Cambridgeshire CB6 2WL

Inspection dates:

5 and 6 October 2022

Outcome

Lantern Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy learning at Lantern Primary School. The newly introduced trust curriculum focuses on pupils having secure understanding in core subjects such as reading, writing and mathematics. Pupils' studies in these subjects are supplemented by a broad, balanced and interesting wider curriculum. The whole range of subjects is taught, and pupils engage enthusiastically with subjects such as history, using their skills and knowledge from core subjects.

Pastoral support for all pupils is strong. Staff know their pupils and families well. Respect is shown between pupils and adults. The school is an orderly, calm and supportive environment. Pupils behave well. They respond well to teachers' clear routines and high expectations. Bullying is rare, and when it does happen is dealt with swiftly and appropriately. Pupils know who to talk to if they have any concerns. Pupils feel safe and are kept safe.

There are many opportunities provided for pupils to develop their talents and interests beyond the taught curriculum. These include clubs, trips, visitors, music, art and sporting activities. Pupils learn about how what they study links to future careers.

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

School leaders have a clear and ambitious vision for the school and its pupils. The curriculum is carefully planned and sequenced. Teachers and support staff have good subject knowledge. They present information clearly, making links with prior and future learning. Opportunities for practice and retrieval are provided regularly and assessments included. This supports the school's intentions for the curriculum. Leaders have an accurate understanding of current practice and have identified next steps. Some parents say they do not know enough about what is being taught and how well their children are doing and would like more information.

Pupils' achievement is improving. Pupils acquire the knowledge and skills they need to learn more and remember more across the curriculum. This includes those with additional needs. Leaders are committed to ensuring that achievement improves further, particularly at the higher levels. Pupils respond positively to teachers' challenge for all to do their best and reach their potential. Pupils with special educational needs and/or disabilities (SEND) are well supported to access the whole curriculum. This includes reasonable adjustments for those who need them.

Teaching assistants are well trained. They have the expertise to ably support teachers and their pupils. Staff teach the recently introduced phonics programme effectively. Reading books are carefully matched with the sounds that pupils know. This helps pupils to build confidence and fluency in their reading. Occasionally, teachers do not spot misconceptions. They do not always link letter sounds and letter formation, and a few pupils form bad habits. Leaders promote good reading behaviours and a love of reading. Pupils enjoy reading.

Mathematics is taught effectively. Teachers introduce new knowledge, concepts and problem-solving appropriately, and regular practice is given. Lessons build on prior learning by making connections. Mathematics skills are used across the curriculum. Other subjects are taught in a meaningful and engaging way, supplemented by recently re-introduced visits, visitors and trips. Pupils demonstrate increasing knowledge and are encouraged to question, debate, and explain their findings.

Staff have unfailingly high expectations for pupils' behaviour and conduct. Teachers establish clear routines and reminders that support pupils to develop positive attitudes. Pupils' learning is rarely disturbed by the behaviour of others. Pupils are learning to be responsible citizens.

Leaders' work to encourage pupils' wider development is regular and of high quality. Cultural, religious and ethnic communities are explored through curriculum themes. Pupils demonstrate understanding and appreciation of difference. Leaders have established links with local community groups, schools and organisations to add to the school's wider curriculum. Many clubs and opportunities that were paused due to the COVID-19 pandemic are being re-introduced. Some parents would welcome a return to the wide range of free clubs that existed previously.

The academy trust has acted swiftly to support and enhance school policies, leadership and the curriculum. Leaders are sensitive to teachers' workload pressures, particularly in relation to recent curriculum changes. They have clear plans to facilitate in-house and trust support for all staff by developing new subject leaders' expertise.

The academy council, responsible for governance, is proactive and well informed in its role to challenge and support school leaders. Teachers new to the profession are supported effectively by their more experienced colleagues who act as mentors.

Safeguarding

The arrangements for safeguarding are effective.

Clear policies and procedures ensure that pupils are protected from harm and supported appropriately. Leaders work well with outside agencies and other professionals to enhance the support available in school. Pupils know how to raise any concerns.

Leaders keep detailed, thorough records about concerns raised, and safer recruitment checks are detailed and robust. Staff have regular training so they can identify and report concerns appropriately. Leaders act on concerns swiftly and appropriately. Safeguarding awareness is given a strong focus in school and the wider community. Pupils learn how to recognise a variety of risks, including when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Several subject leaders are new to post. With the recent introduction of the trust curriculum, they will need further training and development. This will enable them to support school staff during a period of change, managing their workload and ensuring that trust curriculum objectives are met.
- Some parents would like more information about their children's work, progress, clubs and the curriculum. During this time of rapid change, leaders need to reassure parents and celebrate the work and many opportunities available to pupils at the school.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, The Lantern Community Primary, to be good in July 2014.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145804
Local authority	Cambridgeshire
Inspection number	10240357
Type of school	Primary
School category	Academy
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	Board of trustees
Chair of trust	Jamie Thorogood
Headteacher	Sioux Cooke
Website	www.lanternprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Lantern Community Primary School joined the Meridian Academy Trust on 1 April 2022. The school originally converted to become an academy in 2018. When its predecessor school, The Lantern Community Primary, was last inspected by Ofsted, it was judged to be good overall.
- The school manages an on-site pre-school which includes two-year-olds.
- The school offers school breakfast and after-school clubs.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The headteacher was absent during the inspection. The inspector worked instead with the deputy headteacher, who is currently acting in the headteacher's absence. The inspector spoke to curriculum leaders and the special educational needs coordinator.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with trust and subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of work.
- Safeguarding was discussed with relevant personnel and some pupils. Records, logs and checks on personnel, visitors and contractors were examined. Policies, systems and procedures were considered. Training records were looked at and displays around the school highlighting safeguarding and child protection were noted.
- The inspector held discussions with staff from the trust. Trust staff also participated in meetings and other inspection activities alongside school leaders, as appropriate.
- The school's senior leaders and subject leaders took part in joint observations of lessons with the inspector and trust colleagues.
- The inspector met with two members of the academy council to discuss their support, involvement, awareness and challenge of the school's work.
- Responses to the online survey, Ofsted Parent View, and Ofsted's staff survey were considered. No pupils responded to the online pupil survey, but the inspector spoke to pupils throughout the inspection to gather their views.
- The wider curriculum, behaviour policy and bullying logs were considered in detail with senior leaders.

Inspection team

Jacqueline Bell-Cook

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022