

# Inspection of Liskeard Hillfort Primary School

Old Road, Liskeard, Cornwall PL14 6HZ

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Inspection dates: 17–18 October 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

Pupils are keen to come to school and enjoy their learning experiences. This is because of the friendly and warm atmosphere that has been created by the school leaders. Staff generally have high expectations of pupils and encourage them to try to do their best. Leaders are ambitious and want all pupils to achieve well. However, the quality of education provided for pupils is not yet matching that ambition, particularly in early reading and mathematics.

Pupils behave well most of the time. Teachers usually deal quickly with poor behaviour so there are few interruptions to pupils' learning. Pupils are polite and respectful. They say 'Good morning' to visitors. They helpfully hold doors open for adults and each other. Older pupils show care for younger pupils when they meet them in the corridors and at playtimes. Pupils say that bullying is rare, and staff deal with issues swiftly. Pupils enjoy the leadership opportunities, such as being school council members, digital leaders and part of the 'zoo squad'.

Staff care for pupils well and form positive relationships. Parents and carers generally appreciate the support that the school provides for their children. This is particularly true for those with social and emotional needs.

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

Over the past year, there have been significant changes to the running of the school. The headteacher has led the staff with determination, dignity and ambition. The new trust supports the school well. Senior leaders have raised the expectations and values of all associated with the school. However, leadership across the school as a whole is not yet ensuring that pupils consistently receive a good quality of education.

Leaders have begun to design a curriculum that aims to build on what pupils already know and can do. However, this work has just started and has yet to produce the outcomes required in all subjects.

One area of success is the teaching of writing, especially in key stage 2. Pupils are starting to apply a wide range of vocabulary, grammar and flair to their writing. The proportion of pupils reaching the expected standard in writing by the end of Year 6 is rising and is currently above the national average. Work in writing is not as well established in key stage 1. Pupils do not build secure knowledge and skills well enough.

In reading, leaders understand how to improve pupils' abilities. Teachers choose an interesting range of texts to introduce new vocabulary to pupils. This entuses pupils to develop a love of reading. However, this work is not yet embedded so that all pupils become successful readers. Phonics teaching does not give enough help to those pupils who struggle to learn sounds. Teaching does not encourage some pupils to use the skills they have to read simple texts fluently.

The mathematics curriculum across the school is varied in quality. This is because some teaching does not use what pupils already know and understand to build further learning. Learning is sometimes too easy or too hard for pupils to be successful. Leaders have recognised this, and have devised a new system. However, this is not yet in place.

Pupils enjoy subjects such as science, history and geography. Sometimes, staff link learning in these areas to their writing and other subjects. This is helping pupils remember more of their learning. It is also helping pupils embed their writing skills. However, not all subjects are as well developed.

Generally, pupils with special educational needs and/or disabilities are well supported in their learning. Those who are disadvantaged are provided with the same opportunities as all pupils within the school. This allows them to learn and perform in line with their peers.

Leaders make sure that pupils are tolerant of differences. Staff do their best to provide pupils with a wide range of experiences, such as trips to the Houses of Parliament. Pupils enjoy learning about local, national and global communities and their cultures.

Children in the Reception classes get off to a good start. Leaders and teachers have created a successful curriculum that helps children to do well and excites them. Teachers use assessment well to provide activities that build on what the children can do. Phonics teaching is strong, so children learn sounds and letters quickly. They begin to read and write with developing confidence. Those who struggle are provided with effective help to catch up. The classroom and outside environments have been created to sustain the interests the children. Adults and children treat each other with respect. Children cooperate well in different situations.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are vigilant and determined to keep all pupils safe from harm. They share relevant and up-to-date guidance with staff and governors. Staff training ensures that all adults can spot signs of abuse and know what steps to take if they have a concern. Record-keeping is efficient and detailed. Referrals to other agencies are made where needed. The safeguarding lead is persistent in following these up to ensure that pupils and their families get the help needed.

Pupils say they feel safe in school. They have a good awareness of how to stay safe online.

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

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

- The implementation of the phonics programme, particularly for those pupils who have fallen behind in key stages 1 and 2, is not effective. Sometimes, these pupils do not receive the right help to enable them to catch up. Although staff have regular training and updates, this is not always translated into improvements to the teaching of phonics. Leaders now need to ensure that these pupils receive precise teaching of sounds and letters. This will help those who have fallen behind to become more fluent in their reading.
- Leaders have begun to ensure that pupils read a wide range of books. These engage pupils and help to develop their awareness of different vocabulary. However, this is not as successful in key stage 1 as it is in key stage 2. Teaching needs to focus on improving pupils' comprehension and understanding of language, particularly in key stage 1.
- Although teachers assess pupil's understanding, they sometimes do not use this to plan learning that matches pupils' needs. This can be seen particularly in mathematics. Leaders must ensure that teaching consistently helps pupils to learn and build on their prior knowledge and understanding.
- Leaders have not ensured that a coherently planned curriculum is in place in all subjects. Leaders at all levels need to ensure that the curriculum is well sequenced to support pupils' learning.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	140838
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10111483
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ellen Winsor
<b>Headteacher</b>	Timothy Cook
<b>Website</b>	<a href="http://www.liskeardhillfortprimary.org.uk">www.liskeardhillfortprimary.org.uk</a>
<b>Date of previous inspection</b>	10–11 May 2017

## Information about this school

- There are two classes per year group.
- In April 2019, the school was rebrokered from its previous sponsored trust, Adventure Learning Academy Trust, to Truro and Penwith Academy Trust.

## Information about this inspection

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

- Inspectors looked closely at reading, writing, mathematics, science and physical education during the inspection. Inspectors conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. We also considered pupils' workbooks and met with pupils.
- One of the team inspectors met with the special educational needs coordinator. Together, they looked at attendance information, behaviour logs and the exclusion records. We also met with leaders to discuss the school's work to support pupils' personal development.
- The lead inspector met with members of the local governing body and representatives from the trust.

- The lead inspector met with the designated lead for safeguarding. He also considered the school's single central record.
- Inspectors considered responses to the online survey, Parent View, and the staff survey. There were no responses to the pupil survey. However, inspectors sought pupils' views about the school when inspecting individual subjects.

### **Inspection team**

Paul Smith, lead inspector	Ofsted Inspector
Simon Bissett	Ofsted Inspector
Sarah Mascall	Ofsted Inspector

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