

Annual Report

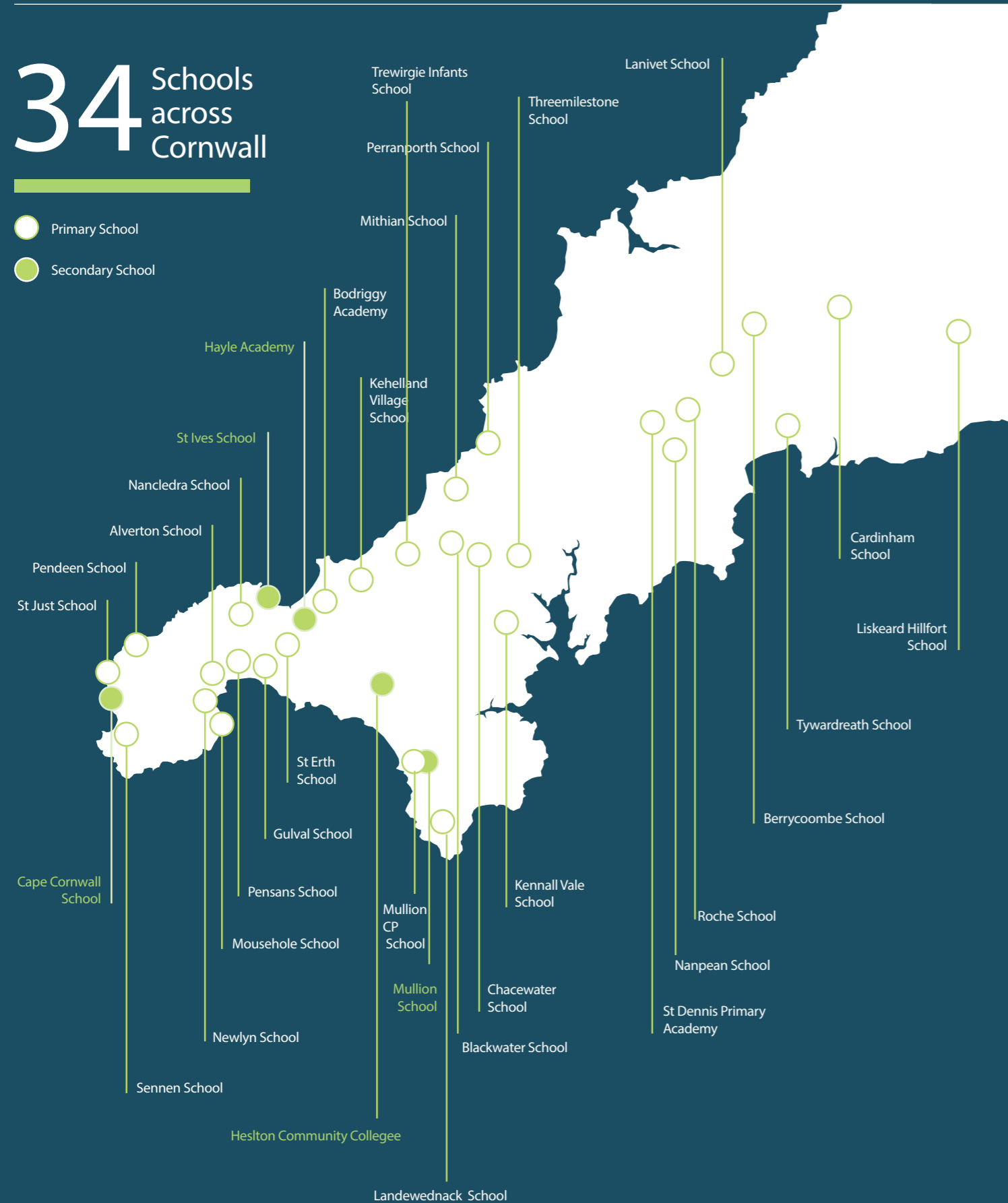
2021/2022



Our Schools

34 Schools across Cornwall

- Primary School
- Secondary School



Welcome - A Year of Transformation



Ellen Winser MBE DL
Chair of the board of Trustees
2014 - 2022

This year has been a year of change and transformation for Truro and Penwith Academy Trust. We have focused on the quality of our education and the quality of our Trust services both now and, importantly, in the future to ensure our Trust is sustainable and strong.

This has been a year when Ellen Winser has retired from her long service as our Chair of the Board of Trustees. We have dedicated Academy House in her honour to reflect the immense contribution Ellen has made to education in Cornwall. This contribution is evident through her long-standing commitment to strong governance and leadership, impacting on lives across the education spectrum from our youngest nursery pupils to our graduate teachers and their ongoing professional practice.

Ellen will be missed for her quick wit, her humour and strength of character, her financial and business acumen, and persistence in overcoming challenges that have presented along the journey of our Trust's growth and maturity. However, she remains a Member of the Trust and continues to be a strength behind our vision to improve life chances for all.

All Members of the Board of Trustees, our Local Governing Boards, our staff and our pupils appreciate and wish to thank Ellen for the years of Chairmanship and unwavering support.



What did our school trust set out to achieve in 2021-2022?



Our priorities for the year reflected the post-pandemic phase our communities were experiencing, with Covid-19 restrictions lifting but staff and pupil absence remained high, particularly in Cornwall where a resurgence of the virus was evident in the Autumn of 2021.



Our first priority was to focus on high quality education for all, particularly supporting all pupils with Special Educational Needs and Disabilities (SEND) and to support inclusion. We had been working on our curriculum intent and established this well across our schools and have now moved into the implementation phase of our curriculum work across all phases of education.

Our Early Years and Key Stage 1 was in focus, particularly to support early reading, to ensure the coherence of the post-pandemic strategy to be 'tuned in' to the specific needs of younger pupils who may have missed out on the early phase of the Early Years Foundation Stage.

Our staff team across all our schools was a key focus and our HR team supported wellbeing and we continued the evolution of our practice to reduce workloads especially through our focus on assessment and feedback.

Finally, our transformation of our digital infrastructure began with the appointment of a Digital Transformation Lead to develop and implement our strategic plan. Over the next two years there will be an initial focus on the infrastructure for supporting new and emerging technology, our technician support team and the logistics to support multiple schools across the county and our exploration of one-to-one devices through our trail blazer schools.

Success can be measured in many ways. This report provides insight to the key activities and achievements of the Trust, from our external quality assurance with several Ofsted inspections of our schools to the milestones in our ongoing programme of improvements in the infrastructure of our schools from a digital and capital perspective.

Jenny Blunden OBE
Chief Executive



This year has seen the start of our transformational journey to be more sustainable as an organisation. To meet the challenges of the post-pandemic era and to embrace the opportunities of technology to transform how we teach, and how our pupils learn to work even more coherently as a large organisation across with the capacity to grow.

Digital Transformation Project

TPAT DIGITAL TRANSFORMATION RAG ROADMAP



The project officially began in September 2021 with an ambitious 30 point plan aimed at using digital technologies to enhance the efficiency and effectiveness of all aspects of our Trust. We were able to accelerate a number of the development strands within this plan thanks to a successful application for a TCAF grant which funded much of the infrastructure audit work for schools across the Trust, the creation of school and central Trust websites in partnership with eSchools and a movement towards establishing a single (@tpacademytrust.org) domain name for everyone working across the TPAT community.

The Digital Readiness strand is a key part of the transition project as, without a strong foundation to build from in terms of school and Trust infrastructure, many of the teaching and learning initiatives are likely to fail. I am particularly grateful to Jamie Pilcher and his IT Support Team who have carried out all of the auditing, rebuilding and maintenance work mentioned earlier. The team have also embraced complete restructure in how schools are supported and have shown huge determination and commitment to ensure that schools receive the best service possible. This has led to schools and the support service ending the year in a much stronger position than we were in September.

The creation of the TPAT ConnectED Intranet service was another TCAF funded initiative, and credit must go Emily Burley who has been heavily involved with me in its design, development and operation. This was a key aspect of the Digital Community strand as it provides a single point of reference and communication for the entire Trust, offering a powerful and unifying information sharing tool covering all aspects of our work which I am confident will become integral to the day to day working of every school and the majority of staff in the TPAT family.

Following a tender process, we undertook the transition of our Management Information System (MIS) from SIMS to Arbor. This was a major change for schools, and one we approached with a certain degree of trepidation as SIMS has been the ever present backbone of school administration for as long as most of us can remember. I am pleased to report that by the end of the academic year 2021-22, 25 of the 26 primary schools had successfully moved across with no major issues. Moreover, the responses to the new MIS system have been universally positive as it offers an ease of use, clarity and accessibility which had not previously been possible. The secondary schools are now set to transfer in 2022-23 and we are hopeful that this will prove to be equally successful.

In terms of Digital Citizenship and Safety, there has been a lot of work carried out in making sure that schools are able to educate and protect themselves and their students from the potential challenges of the digital world. To this end we have begun the Cyber Essentials accreditation which looks at our systemic security against a set of nationally recognised standards. From a school and pupil perspective, we have built up a partnership with Natterhub who offer a comprehensive education programme for primary schools which is fully compliant with requirements of teaching online safety to pupils in Key Stage 1 and 2. Linked to this, we have also run a live virtual parents information session led by third party experts who have been able to offer parents ideas and information on helping to keep their own children safe in the online world.

Finally, and most importantly, we have begun to look at how best to use digital technologies to support and improve teaching and learning across our Trust. Having carried out a great deal of research, including speaking to MATs who have already made significant advances in this area, a proposal was put forward to look at a 1:1 device strategy within TPAT. Part of the research carried out involved looking at the most suitable device for our needs in terms of cost, accessibility, support etc. This led to us looking at the work that Apple Education had carried out using iPad devices to support disadvantaged areas in the UK such as Scottish Borders, Blackpool and Glasgow, which bear certain similarities to our particular needs and circumstances. A partnership has now been developed with Apple Education who are very keen to support us in using digital technologies to enhance the learning and life opportunities of our pupils.

As the first set of steps within this project, we have been working with Bodriggy, Blackwater, Cape Cornwall, Kehelland and Kennel Vale as schools piloting the use of iPads with staff and students. Having created a strong foundation from which to build within this first year of the project, the main focus in 2022-23 will be on the exciting transformational impact that digital technologies can have on teaching and learning across all schools in our Trust.

Martin Higgs
Digital Transformation Lead



Governance

2021/2022 was a busy governance year for the Trust, with Ellen Winsor, our longstanding Chair of Trustees deciding it would be her last year in post and Anita Firth agreeing to take on the role from 2022/2023. A thorough and lengthy succession plan helped to provide a smooth transition.

The governance strategy for the year included working closely with our Local Governing Boards, rolling out training and support as well as streamlining some of the compliance areas such as dealing with exclusions and parental complaints.

28 training sessions were delivered virtually with almost 200 participants, a significant emphasis on the governance work bringing local governors together for training and support – approx. 12 face to face training sessions were undertaken with full governing boards. The majority of these focussed on the role and responsibilities and the monitoring role of local governors within the Trust.

Bex Couch
Head of Corporate Governance



“The OFSTED training for governors was very valuable and helped me to prepare for an OFSTED inspection with all relevant information required to my role. It also enhanced my knowledge as a governor and of the school.”

Perranporth Primary School Governor

Finances & Resources

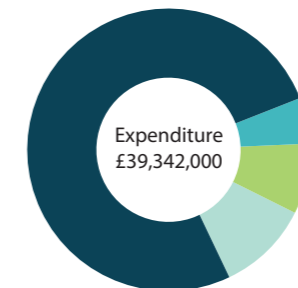
Our central oversight of our schools budgets and central costs has been recognised by external auditors, Bishop Fleming, to be very strong.

The strategic use of the grant allocations awarded to the Trust for condition improvement has been supported by a strong reserve position in our schools, allowing investment in our facilities to benefit our pupils. The Trust sources of income and areas of expenditure for the year are illustrated in the pie charts.

Judy Brinson
Director of Business & Finance



- DFE and ESFA Academy Funding: £34,134,000
- Other Grant Funding: £3,355,000
- Other Revenue Income: £1,134,000
- Self-generated Income: £794,000
- Donations: £126,000
- Investment Income: £2,000



- Staff Costs: £29,671,000
- Premises costs: £2,238,000
- Educational Supplies and Services: £3,560,000
- Other Supplies and Services: £3,873,000

HR & Professional Development

The HR team continue to support schools throughout the Trust with the management of all staff and employment-related matters. Working closely with Headteachers, Senior Leaders and Local Governing Bodies, the team advise on a wide variety of complex matters and support by visiting schools, attending meetings and sitting on panels as necessary.

The queries are varied and include serious disciplinary issues, safeguarding matters, employment law advice, managing poor performance, staff sickness, recruitment and selection guidance and advising on redundancy processes. Additionally the HR team continually advise on restructuring proposals, review job descriptions, advise on pay and devise contractual clauses to suit particular circumstances.

The payroll team work closely with school administration staff to ensure that all pay and pension information is received in a timely way to be processed on the payroll system.

There have been some notable HR successes this year. In particular, a professional growth policy based on the principles of coaching has been introduced to replace all previous performance management processes and there is ongoing development of CPD opportunities for TPAT employees.

Harriet Andrew
Director of HR



Staffing 2014 - 2022

(Data from published financial statements)

Year	Total	Teachers	Admin & Support	Management
2014/15	163	52	101	10
2015/16	356	100	246	10
2016/17	504	147	341	16
2017/18	684	229	434	21
2018/19	925	309	592	24
2019/20	954	318	602	34
2020/21	962	327	602	33
2021/22	1006	316	637	53

Capital Investment

The Trust received £2.473m in capital funds during 2021/22. The main sources of funding were:

- Schools Condition Funding (SCA): £1.032m
- Specific Grant the Department of Education (DFE): £0.192m
- Devolved Formula Capital: £0.194m
- Other Grants and Donations: £0.116m
- LA Capital Grants: £0.939m

The main types of schemes funded through the School Condition Allocation this year related to: - the replacement of the entire window wall at Hayle Academy, the refurbishment of Kehelland school hall and Pensans roof replacement and internal hall refurbishment



Hayle Academy School - Area Resource Base



Kehelland Primary School - School Hall

Trust schools have also benefited, where eligible, for the DFE Connect the Classroom grant – a programme that aims to help schools across the country to access an effective and comprehensive, education-focused wireless networking solution. The schools that were successful in securing a capital grant were Tywardreath, Sennen, Mousehole and Nancledra.

The larger projects funded by LA capital grants included the provision of an Area Resource Base at Hayle Academy providing 20 commissioned places for pupils with additional needs, back log maintenance works at Hayle Academy relating to CO2 works and essential work relating to Trewirgie Infants School in respect of Fire Alarm works. Smaller schemes were the new access ramp at Alverton School and the installation of specialist facilities at Gulval and Liskeard Hillfort Schools.

Schools have also funded capital projects from their own resources. These relate to a toilet block refurbishment at St Dennis School, a new music room at Alverton School, ICT equipment investment, school environment refurbishments and outdoor play areas.

School Improvement

The year 2021 to 2022 saw some amazing developments in the approach to curriculum from our primary and infant schools.

Through our subject leadership network meetings, lead by our curriculum leads, we have created coherent approaches to the delivery of subjects including history, PE, and art. Our middle leaders have worked alongside external curriculum experts as well as working collaboratively with each other. This was best exemplified by the work of our schools in the west led by Newlyn school working with the Paul Hamlyn Development fund to support the promotion of art in our schools.

As a Trust, we have continued to work extensively alongside the English hub and Cornwall Sports partnership and lead the CODE Maths hub STEM Science Learning partnership to support the subject knowledge development of our staff.

This relentless focus on curriculum was rightly praised in the OFSTED report for Roche School published in July 2022, where the school moved from Requires Improvement to Good. "Staff are ambitious for what they believe pupils can achieve. Pupils value the ambitious curriculum."

We have continued to support the development of reading in our schools focusing on reading spines that allow our children to come across a wide range of authors and texts. This is highlighted in the OFSTED report for Mousehole school (April 2022). "Leaders have considered high-quality texts for staff to read with pupils, including books that highlight topics such as ethnicity and gender."

Our phonics scores and results for our children in early years were above the national figures. Our children are getting off to a very good start, as emphasised by the OFSTED report for Sennen School (January 2022) – "Children in the early year's foundation stage get off to a flying start."

SEND has come out very positively in all of our recent OFSTED inspections. Our SENDCOs attend and contribute to our termly meetings and we have good relationships with partners, including the local authority.

As we move into 2022/23 with the continued growth of our Trust, we will continue to support our schools to provide the best education for all our children by building on the professional development of our staff as a key focus.

Chris Gould
Director of Education



Secondary Collaboration

Hayle Academy, Cape Cornwall School and St Ives School have continued to develop their collaborative networks over the academic year 2021-2022. Subject Networks are now established across all National Curriculum subjects and meet termly to share practice, resources and innovation.

School networks for SEND, Safeguarding, Attendance and Behaviour, Quality of Education, and Staff Wellbeing also meet regularly. These Networks are supporting the alignment of policy and strategy and ensuring that we continue to bring the most effective and proven practice into our schools for the benefit of our students.

One of the most significant developments in our secondary provision is the new Area Resource Base for students with complex Special Educational Needs that opened at Hayle Academy from September. With the unanimous support of Governors, Trustees and the local community, ten children joined the ARB in September with this number planned to grow to twenty (full capacity) from September 2023.

Jan Woodhouse
Trust Secondary School Improvement Lead



OFSTED

A summary of the feedback received through Ofsted inspections in 2021-2022

Hayle Academy School was inspected in March 2022 and continues to be a Good school.



“Leaders are ambitious for all pupils. Pupils at Hayle Academy learn a wide range of subjects from Year 7 to Year 9. This gives them a strong base from which to make their choices for GCSE”



“Leaders work in partnership with school staff. Staff describe the school as a happy place to work and leaders treat them with respect. Leaders take care to think about what they ask their staff to do in order for their job to be manageable”



“Pupils are provided with opportunities to learn about themselves as a person, healthy living, and sex and relationships. They learn about life in modern Britain and what it means to be a citizen. Pupils say they enjoy these lessons and that they have a positive effect on them”



“Leaders have high expectations of pupils”
“The curriculum is well developed”



“Leaders place a high priority on developing pupils’ independence, resilience and communication skills. Pupils have a wealth of opportunities to apply these skills in real-life contexts through the forest and beach sessions”



“Pupils love to attend this happy school. They thrive in the caring environment”



Sennen Primary School was inspected in January 2022 and is Good in all areas of effectiveness.



“Parents are proud to send their children to Sennen Primary. They appreciate the balance of nurture and high expectations. One parent, whose view represented the views of many, commented, ‘I can’t imagine a better place to send my child to school’

Mousehole Primary School was inspected in April 2022 and continues to be a Good school.



“Pupils at Mousehole School are kind, respectful and ready to learn. They value the nurture and care they receive from staff”



“Staff provide a wide range of extra-curricular clubs, including clubs for sports, cookery, first aid and rock-pooling. Many parents and carers commented that their children ‘are thriving’ at the school and value the extra-curricular opportunities available”



“Leaders have reviewed the school curriculum to ensure that it is ambitious for all pupils. They ensure that the support that pupils with special educational needs and/or disabilities (SEND) receive is matched to their needs. As a result, pupils with SEND learn well alongside their peers”



“Leaders provide high-quality pastoral support for pupils. As a result, pupils understand the importance of physical and mental health. For example, pupils take part in a weekly yoga session. Staff consider pupils’ talents, particularly in music and physical education. Many pupils learn to play a musical instrument and can join the school choir and samba band”



“Leaders have successfully created a school where everyone feels supported and valued”

Roche Primary School was inspected in July 2022 and is Good in all areas of effectiveness.



“Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities, which is sequenced well... Subject leaders are knowledgeable about the subjects they are responsible for”



“Leaders prioritise reading. They strive to develop a culture where pupils learn to read successfully and where reading is enjoyed and appreciated”



“Leaders and staff support pupils with SEND well. Staff identify pupils’ needs early and are supported to adapt learning effectively”



“The quality of education is now a strength”

Our Primary Schools

In this section each of our primary schools highlight their developments over the last academic year...

Alverton Primary School
 Headteacher: Martin Higgs
 Numbers on Roll: 311

In November 2021, Alverton Primary School successfully achieved the Cornwall and Isles of Scilly Healthy Workplace Gold Award. This is a county standard of good practice and a quality mark of health and wellbeing in the workplace.

A highlight of the Alverton Primary School calendar is their annual musical production. In May the school was transported to the South Pacific as the children performed the Disney show Moana Jr. The children worked incredibly hard and their enthusiasm and commitment ensured truly fabulous and inspirational performances.



“Our child loved every single minute of Moana and was thrilled when they were chosen for a main role. They have gained so much from it: confidence, having fun and a new friendship group which they would probably never had been part of if it wasn't for drama.”

Alverton Primary School Parent



“A massive well done in winning ‘1st place small primary school’. Out of 655 small primary schools who took part in the Big Walk and Wheel across the country this year we came 178th which is absolutely brilliant!”

Berrycoombe Primary School - Staff

Berrycoombe Primary School
 Headteacher: Craig Robertson
 Numbers on Roll: 202

During the Spring Term of 2022, Berrycoombe Primary School were delighted to win the ‘Sustrans Big Walk and Wheel’ for small schools in Cornwall award. Sustrans Big Walk and Wheel is the UK's largest inter-school walking, wheeling, scooting and cycling challenge.

It inspires pupils to make active journeys to school to improve air quality in their neighbourhood and discover how these changes benefit their world.

The prize for this was a visit to the school by the RPM display team, which was greatly enjoyed by all.



Blackwater Primary School
 Headteacher: Evey Evison
 Number on Roll: 107

Blackwater Primary School invested in improving the ‘Wild Area’ provision for children to use throughout the school day. This supported them to continue their emphasis on SEMH support through ‘Wild Time’ and in addition to their Trauma Informed School approach. The school were also delighted to introduce ‘enrichment warrior sessions’. A session for each cohort which ensures that the school delivers a sense of belonging to the children through becoming farm, beach or Cornish warriors!

The school choir attended many events including songfest and a carol concert at Gwel an Mor. All of their performances were well received by community members.



“I could cry happy tears with how wonderful it is to see the children being proud in our community.”

Blackwater Primary School Parent



Cardinham Primary School
 Headteacher: David Jones
 Number on Roll: 82



“It's lovely to see my children in the classroom and how they interact so wonderfully with their friends and staff!”

Cardinham Primary School Parent

This year Cardinham Primary School introduced ‘Forest Friday’ afternoons putting a huge emphasis on developing the children. All learning takes place outside the classroom and, above all else, aims to raise the self-esteem of all learners so all pupils finish the week happy, proud and with a sense of achievement.

The school ‘Hook Days’ and ‘Stay & Play Sessions’ have increased the opportunities for families to come into school and learn alongside their children. The impact has been incredibly positive.



Bodriggy Primary Academy
 Headteacher: Daniel Simons
 Number on Roll: 279

At Bodriggy Primary Academy this year has seen significant investment in hardware to support the school's digital transformation. Their 1:1 iPad device strategy in Upper Key Stage 2 is already having a transformative impact on teaching and learning and supporting the school's drive to improve links with the wider community. Shops and businesses in the town now contain QR codes linking to pupils sharing their learning.

This has raised awareness of school processes and pupil numbers are increasing rapidly. The school are proud of the positivity that surrounds the school and the welcoming atmosphere that is commented on by everyone who visits.



“This is a school that knows how to celebrate childhood”

Bodriggy Primary Academy Parent



Chacewater Primary School
 Headteacher: David Hick
 Number on Roll: 198

Chacewater Primary School have enjoyed having the opportunity to work with the Kernow English Hub who have supported the school in developing and refining their approach to the teaching of phonics. This has led to greater coherence, consistency and a genuine joy in the children when they can see themselves progressing and developing as readers.

They were also very proud of how well the children did in the end of year statutory assessments, particularly the end of KS2 'SATs' where they achieved some of the highest attainment and progress scores in the county.



"We read loads - that's how you'd know we love it!"
"We read for enjoyment and sometimes learning too!"

Jenny and Lauren -
 Chacewater KS1 children



Kennall Vale Primary School
 Headteacher: Rob Chirgwin
 Number on Roll: 132

Kennall Vale Primary School have taken part this year in the Penryn Creativity Collaborative study, funded by Arts Council England. They have been exploring the concept of 'learning friends' between year 1 and year 5's. So far, it has been observed that Year 5's are taking positive risks in their learning, going beyond their predefined comfort zone in learning.

Throughout the school year, the school and PTA (Friends of Kennall Vale) have worked tirelessly to create opportunities to bring the community together, and raise money for the school along the way! A huge range of activities took place including: bake sales, second hand uniform sales, an Easter fair, Jubilee festivities, reading cafes and collections for charities. Throughout the year, there was always something just on the horizon that would bring the school community together – something we all missed due to the COVID restrictions in place the year before.

The school introduced a reading cafe where parents are invited to come in and read with the children which has also had a positive impact.



"I loved having time with my child and looking around the room seeing everyone immersed in a book"

Kennall Vale Primary School - Parent



Gulval Primary School
 Headteacher: Paul Baker
 Number on Roll: 181

Gulval Primary School were incredibly proud this year to have led the second expedition to the summit of Snowdon in North Wales with 10 incredibly brave children. The School Council students were also taken to tour the Houses of Parliament. Both of these proved to be a valued experience for the children.

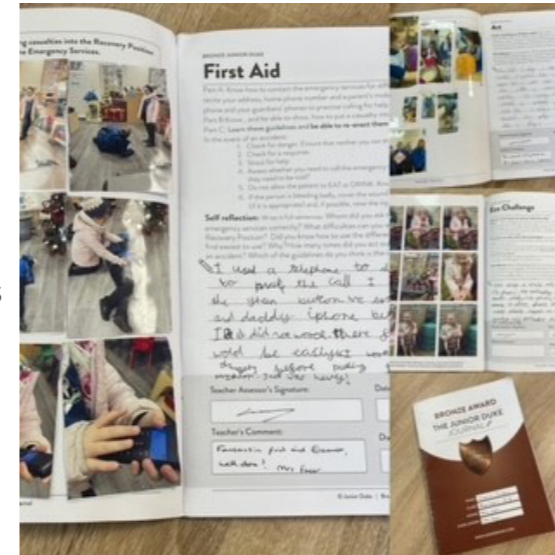
The school were delighted to retain their national award for their support of pupils mental health and wellbeing, being one of the small handful of 'Thrive School of Excellence' in the country.

This year the school invested heavily in Reading to ensure their curriculum and texts were of a very high quality and precisely matched to each child's ability.



"A strong lead teacher (Phonics and English) has established rigorous systems and organisation of resources"

Rick Gill
 Primary Executive Lead



Lanivet Primary School
 Headteacher: Joanna Harvey
 Number on Roll: 161

At Lanivet Primary School the extension of their extended provision has included them joining the Junior Duke Award Scheme which has engaged pupils and family members alike in undertaking a range of school and home-based activities.

The scheme supports specific skills which aim to increase independence and confidence when dealing with new situations.

At bronze level their pupils have been challenged to complete seven of the ten challenges within their book. Each task is recorded with a self-reflection and pictures to document successes. We have loved watching our children grow in confidence and see them engage more with their community and locality... bring on the silver award! Image to the left is from the bronze award completed by Eleanor Britten in Year 3.

Kehelland Primary School
 Headteacher: Ellie Watkins
 Number on Roll: 89

Kehelland Primary School took part in the national breakfast scheme meaning that all children were given breakfast, free of charge everyday. This had an incredible impact on the children whom have become quickly settled and ready for their learning.

They were also proud to become only one of two schools in the UK to run on environmentally friendly HVO as a fuel source. The school met with their MP George Eustace who took their example to Parliament to put forward a change in the law to help older buildings reduce their carbon footprint.

The school are working towards the 'Dyslexia Friendly' schools awards and screening has greatly enhanced identification of early need and supported children at an early stage.



"My child has found it hard to come to school each day, but now with class breakfast they are ready to come in, excited and they feel more successful in their learning"

Kehelland Primary School Parent



Liskeard Hillfort Primary School
 Headteacher: Tim Cook
 Number on Roll: 391

Liskeard Hillfort Primary School have a real focus on supporting the most vulnerable in society. They put a breakfast bagel station in place along with free milk at lunchtimes. They have also embedded an extensive provision for SEN learners and have been supporting parents with their Thrive Approach parenting courses. The school were proud to maintain their Thrive Approach award.

This year the school were delighted to invest in site renovation installing a bike track and outdoor classroom for all to use.

At Liskeard Hillfort they are proud to have become the local school of choice, with a full EYFS for the fourth year running.



"We were delighted to win the recent Youth Speaks competition, organised by the Rotary club. Our children were eloquent and passionate – we were proud to host teams from across the local area to our school and prouder still for us to run out as winners!"

Tim Cook - Headteacher



Mithian Primary School
 Headteacher: Linda Garbett
 Number on Roll: 101

This year Mithian Primary School were delighted to achieve above national average in reading, writing and maths for every key stage (EYFS, KS1 and KS2). This showed the hard work and dedication from all staff and pupils.

At Mithian Primary School they ensure there is a pupil-centred approach to all SEND and vulnerable pupil provision through offering a variety of free enrichment clubs where adaptations are made to ensure that all pupils can participate.

“We are especially grateful for the warm and nurturing social environment which has provided such a firm safe foundation for our child’s emotional and social maturity”

Mithian Primary School - Parent



“I am confident that children at Mithian understand the importance of good behaviour, consequences of misbehaving and conduct themselves appropriately. They feel safe whilst at school”

Chair of Governors



Newlyn Primary School
 Headteacher: Isabel Stephens
 Number on Roll: 128

Newlyn Primary Schools relationship with Newlyn Art Gallery has continued to grow with a successful Paul Hamlyn bid. The National Arts Council art work has continued to support their children’s appreciation of art and to raise self-belief and aspiration. Kate Evans-Hughes described the school as ‘inspirational’ during a recent visit.

The school were proud this year to achieve the ‘School Games Mark Gold Award’ as well as becoming a ‘Jigsaw Flagship School’. They are also working with the Kernow English Hub to become the centre of excellence for the teaching of phonics scheme ‘Little Wandle’.



Mousehole Primary School
 Headteacher: Sarah Trow
 Number on Roll: 95

This year Mousehole Primary School introduced a whole school, systematic synthetic phonics scheme (Little Wandle, Letters and Sounds Revised) which showed a significant positive impact and a 93% Year 2 pass rate.

The school had a successful Ofsted inspection in April 2022 with some excellent feedback on the school which they were very proud of.

The school football team were also proud to win Cornwall Small Schools champions and winners of the Trevor Broad Shield football tournament.



“Pupils at Mousehole School are kind, respectful and ready to learn. They value the nurture and care they receive from staff”

OFSTED



Pendeen Primary School
 Headteacher: Chris Wilson
 Number on Roll: 75

Pendeen Primary School staff worked exceptionally hard this year to meet the academic needs of all children in the school and were pleased to see progress in KS2 reading and writing in the top 20% of schools nationally in 2022.

The school have employed a speech and language therapist to work weekly with children, parents and staff to focus on specific areas of need. This has improved speech and language for children with the greatest need and also engaged parents.



“The staff really go the extra mile for all of their children including those with special needs. We have children with lots of extra needs and couldn’t praise the school more highly”

Pendeen Primary School - Parent

Nancladra Primary School
 Headteacher: Rick Gill
 Number on Roll: 111

Nancladra Primary School have once again achieved a Music Mark recognition of their commitment to a high quality music curriculum.

Creative Arts have been at the centre of their emergence from the restrictions of Covid. “Performance” is the golden thread which runs through their Music Curriculum.

This year the engagement of a Forest School Leader to work in school one day per week has enabled the development of Outdoor Nurture Groups for vulnerable children. Once again they have seen confidence and self-esteem grow as a result of opportunities to learn practical woodland skills.

The school were thrilled to receive a £1000 award in June 2022 from “Love Trees Cornwall” for; implementing a long-term Tree Care Plan, which will be carefully documented to inspire other schools.



“The school has worked consistently since last Autumn to introduce children to continuous aspects of tree care and has also produced its own video with two booklets expanding on their practical and imaginative work, and included an associated community woodland video”

Jonathon How - Mayor of Penzance



Pensans Primary School
 Headteacher: Angela Clay
 Number on Roll: 189

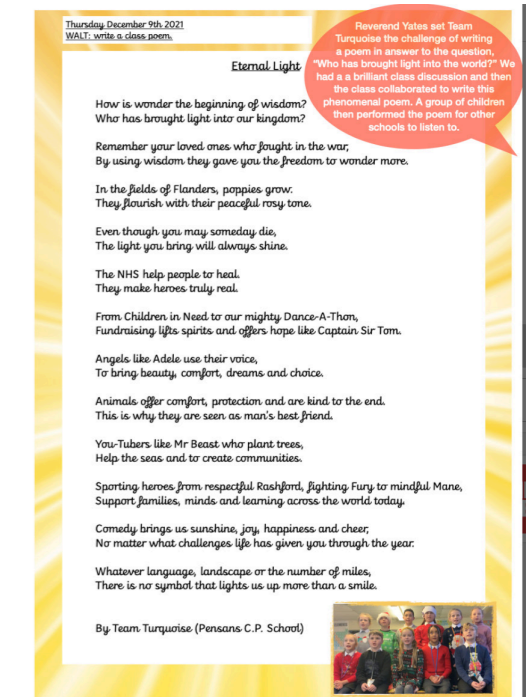
This year, the year sixes at Pensans School, (Pensans’ Virtues Ambassadors) were set the challenge of writing a poem to answer the question, “Who brings light into the world?” The challenge was set by the schools Chair of Governors, Reverend Yates. The children had a brilliant whole class discussion and then the class collaborated to write a phenomenal poem called, ‘Eternal Light.’ A group of children recited the poem which was recorded as part of the Christingle Service Film which was shared with other schools across West Penwith.

Pensans School has always been an advocate for supporting charities locally, nationally and internationally. This support has included sudden tragic events (such as Grenfall Tower), on going annual events such as Children in Need and Comic Relief and every day focuses such as Water Aid. This year we are particularly proud of the support we have given Comic Relief. The year sixes came up with fundraising ideas, they put the FUN in FUNdraising and were proud to raise an astonishing £530!



“A lovely poem to remind us of why we should appreciate the little things in life”
 “Wishing you all a happy, funny, fundraisy Comic relief”

Member of staff at the Grenfall School



Perranporth Primary School
 Headteacher: Alistair Johnson
 Number on Roll: 212



“The St Piran’s Day celebration was such a wonderful way for the children to recognise and celebrate their Cornish culture. I’m very proud of the school for continuing these traditions”

Perranporth Primary School - Parent



In March 22, Perranporth School celebrated the Cornish heritage by welcoming St Piran to Perranporth on St Piran’s Day. This was a very important celebration for the school, involving all pupils, parents, families and members of the community too. Children shared traditional Cornish songs, demonstrated Cornish dancing, maypole dancing and even a Cornish haka too! This really was a marvellous day for Perranporth School and our Cornish culture.

This year the school identified the growing issues regarding childrens mental health and have supported children with these difficulties in a variety of ways including taking three girls to the ‘Noah’s Ark Family Project’. This was an opportunity for the girls to receive support with their anxieties through animal-human therapy as well as engage with the professionals there.

St Dennis Primary Academy School
 Headteacher: Cathy Brokenshire
 Number on Roll: 178



“We were so delighted to find out that we had won the Kingfisher Award and were presented with a beautiful trophy of a kingfisher!”

Cathy Brokenshire - Headteacher

St Dennis Primary Academy were delighted this year to be invited to take part in the Kingfisher Project. They visited Ennis Barton Farm to enrich their science learning about plants and animals that can be found on the farm in a range of habitats.

Activities included stream dipping, learning about the digestive system of a cow, looking at a range of moths, owl pellets, the life cycle of a dragonfly and investigating how soil is enhanced by the earthworms.

This academic year started with three team building activities for children from Reception to Year 6. It was the perfect way to learn about and revisit our core values of aspiration, courage, achievement, responsibility, teamwork and friendship. Activities included a climbing wall, archery, survival skills, body boarding and a beach clean.



Roche Primary School
 Headteacher: Jeremy Walden
 Number on Roll: 207

Roche Primary School recieved it’s long awaited Ofsted at the end of the summer term and were delighted that the grading of the school moved from requires improvement to good.

The promotion of learning about Wellbeing is prioritised at the school so they were particularly pleased with the first paragraph of the Ofsted report;

“The school’s ‘five ways to well-being’ - connect, give, take notice, keep learning, be active - underpin the school ethos and how pupils learn. Pupils understand these concepts and why they are important. They talk about their learning across the curriculum with excitement and confidence.”



St Erth Primary School
 Headteacher: Bill Coleman
 Number on Roll: 108

In April 2022, St Erth School turned 100! The school planned a community celebration to mark this. Mrs Culmer, school secretary, wrote a history of the school and an exhibition was part of the day with music and games. Feedback from the community was generous and appreciative in the form of cards, emails and comments on the day from all generations.

Pupils and staff enjoyed a year undisrupted by covid, a new classroom was set up in EYFS and KS1, the return of summer residential trips and a fabulous production of ‘Alice in Wonderland’.

Outcomes at KS2 and in phonics were above national averages, reflecting the hard work of staff and pupils.

St Just Primary School
 Headteacher: Nicola Rogers
 Number on Roll: 184

At St Just Primary School they have continued to move onwards and upwards, getting back to the pre-Covid normality and reintroducing all those things that make schools a special place to be.

They’ve really got back into the swing of school life and particularly liked being able to hold their nativity play and Christmas fayre again. They also held a ‘Bingo evening’ which was enjoyed by all.

They showed how proud they are of their Cornish heritage when they went “dancing in the streets” for St Piran’s Day!



Sennen Primary School
 Headteacher: Nichola Smith
 Number on Roll: 80



“School is like part of my family”

Pupil from Sennen Primary speaking with Ofsted inspector.



Sennen Primary School had a very successful Ofsted this year which validated all of the staff’s hard work over the last few years. This has also been shown with the growth in pupil numbers now being the highest it has been in 4 years.

This year the school worked hard to level the playing field with regards to opportunities for vulnerable pupils. They invested to make sure pupils were able to access the wider curriculum with the biggest success being that all pupils attended their school residential trips.

Threemilestone Primary School
 Headteacher: Susannah Teagle
 Number on Roll: 413

At Threemilestone Primary School this year they were delighted to get 'back to normal' taking part in many activities including 'Songfest' and Sea Shanty singing in the Falmouth Sea Shanty Festival.

They are proud to be currently working towards achieving 'Inclusive Dyslexia friendly school' status which they should achieve in Summer 2023.

Year 5 pupils enjoyed a residential trip to Bristol where they visited Aerospace Bristol, Blaise Castle and the Zoo.



"I have never seen a group of children so interested in learning and showing such amazing manners"

Member of Public during school trip to Bristol



Trewirgie Infants School
 Headteacher: Cath Callow
 Number on Roll: 234

Trewirgie Infants School are proud to have recently achieved Makaton Friendly status this year. This has been achieved through staff training, the establishment of our Sing and Sign choir and through the use of Makaton within the classrooms.

The are also working towards the Bronze level of the Go Cornish Award. To achieve this they will establish their 'Cornish Crew' (Kryw Kernewek), using the language throughout the school day, including answering the register in the morning and afternoons in Cornish. The school signs are in Cornish around the school and they participated in the 20th Birthday celebration of the Cornish language at Kresen Kernow with Will Coleman which was televised on the local BBC and ITV channels.



"We would like to say thank you all so very much. Our child came home beaming...this makes us so very proud. We can only thank you all"

Trewirgie Infants School Parent



Tywardreath Primary School
 Headteacher: Claire McColville
 Number on Roll: 296

Tywardreath Primary School have been busy in the community this year. £4743.24 was raised on their Santa run for Cornwall Hospice Care and they also donated over 200kg of food to St. Austell Foodbank.

They welcomed the Time and Tide bell to help raise awareness of rising sea levels. A very important topic!

This year they re-established all sporting events and the Year 6 children had a fantastic residential experience at PGL as well as achieving SATS results that were in the top 20% in the country.



"No child is singled out, each child is given support, lovely school and lovely teachers"

Tywardreath Primary School Parent



Our Secondary Schools

In this section each of our secondary schools highlight their developments over the last academic year...

Cape Cornwall School
 Headteacher: Jon Hall
 Numbers on Roll: 236

At Cape Cornwall School they were very happy and proud with the achievements of their outgoing Year 11 students in the summer. After two years of challenges, the students have now progressed to their college courses.

They were also very happy to see that they are strengthening their reputation in the St Just community and in the local area. The schools projected numbers for September 2023 are already above PAN. They have also welcomed a significant number of joiners in year.

Over the last year, they have been particularly proud of their work with the local community. This has included their 'Race for Life' with every member of the school community participating, their support for the annual Cancer Research Craft Fair and wider community events involving the older members of the community.



"To the staff and pupils of Cape Cornwall school. What a lovely generous gift you gave me. Father Christmas arriving early. God Bless Once again a GREAT BIG THANK YOU"

Member of the community



At the school, there is a 40 year tradition of delivering food packages into the community at Christmas. They consider these altruistic acts to be a cornerstone of the personal development programme.

This year the school are piloting a 'Nurture Room' that runs alongside our mainstream to support students whose attendance in school may be at risk due to particular barriers to learning.

It has been a successful intervention with a range of students benefiting. It is staffed daily with students receiving english and maths support in the morning.



Hayle Academy School
Headteacher: Simon Horner
Numbers on Roll: 504

Hayle Academy students (their outstanding Class of 2022) have achieved a fantastic Top Ten place for Progress. In the recently published Department for Education information, Hayle Academy is the eighth top performing secondary school in Cornwall for Progress 8. They are immensely proud of all students who worked so hard to achieve their qualifications: being in the Top Ten in Cornwall is a fantastic recognition of all the hard work of the students and staff. They are particularly proud of the progress made by their disadvantaged students who achieved a Top 6th place for progress. These results mean Hayle Academy students have outperformed those in most Cornish schools.

These latest results represent the next step in the journey for Hayle Academy towards becoming an outstanding school and follow a very successful OSTED inspection in March 2022 which recognised Hayle Academy as a GOOD school.

In September 2022, Hayle Academy ARB opened the doors to ten students with high level special educational needs. Within a term, Hayle ARB has begun to establish itself as a centre of outstanding practice in its care, support and teaching for students within a specialist placement. The ARB will continue to grow and is looking likely to be full by September 2023 with another ten students joining them.



“Hayle Academy is a calm and welcoming place. Pupils say that they feel safe. Pupils know staff care about them. They enjoy coming to school.”

Ofsted 2022



St Ives School
Headteacher: James Butterworth
Numbers on Roll: 616

Considering this is the first-time students have sat public examinations in three years, staff and students alike were delighted to share the GCSE successes of the 2022 cohort.

All involved were extremely pleased with what the students have achieved. They worked incredibly hard and were well supported by staff, who gave up evenings, weekends and holidays to provide the extra support that was needed.



Particularly successful outcomes were achieved in English and Maths where around 78% of students achieved a grade 4 or above in each of these subjects and around 50% achieving a grade 5 or above, well above national averages. These key subjects will greatly support the progression of these students to college or apprenticeships.

The results day provided an end point to the most extraordinarily challenging set of circumstances for the students, whose education at secondary level was so significantly disrupted by the pandemic. Students laughed, cried, hugged and celebrated together for one last time as they all now undertake a different part of their journey through life.

Growing our family of schools in 2022-2023

The question of growth arose during the summer term, with four schools from the Southerly Point Cooperative Multi Academy Trust and from collaboration with Nanpean School over the last couple of years. Due diligence began in earnest to fully understand the risks and opportunities of growth and our Trustees gave consent to continue this due diligence into the Autumn with the schools ultimately joining in January and February 2023.



Landewednack Primary School is England's most southerly school serving the community of The Lizard village. This school is of similar size and context to our schools on the Lands' End peninsula and collaborations were quickly made to benefit staff and pupils in shared experiences.

Helston Community College is a large 11-18 school serving the community of Helston and surrounding villages. The school was experiencing change in leadership during the Summer term and was aware of the challenges of operating across two sites geographically distanced from one another – one campus having been rebuilt in the last few years and one being of much older construction. The school has a strong ethos for community, creativity and academic rigor.

Mullion Primary School serves the community of Mullion and is very similar in context to a number of our village schools across our Trust. Change in leadership was a feature of transition and the school fully embraced the opportunity for further support from our Trust.

Mullion School is a smaller 11-16 school serving the communities of the Lizard peninsula and the village of Mullion. The school has a strong sense of family and inclusion, with a very stable teaching and support team. In size and context, Mullion School is similar to St Ives School and collaboration across the trust is recognised as a priority, benefiting all secondary schools in the trust.

Finally, **Nanpean Primary School** in the Clays area of Cornwall had been working in collaboration with Roche Primary School for a number of years and the Trust welcomed the opportunity to work in a Trust arrangement to serve the community of Nanpean and the surrounding hamlets.

Growth of our Trust brings many new opportunities and builds on the strengths of our Trust, focusing on strong leadership, a curriculum adapted to the needs and context of local communities, alignment of practice in core policy and strategy with the celebration of distinctiveness at school level. The 'golden thread' throughout our success has been true collaboration, at all levels of our organisation and the opportunity to extend this collaboration with new colleagues is welcomed!

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