

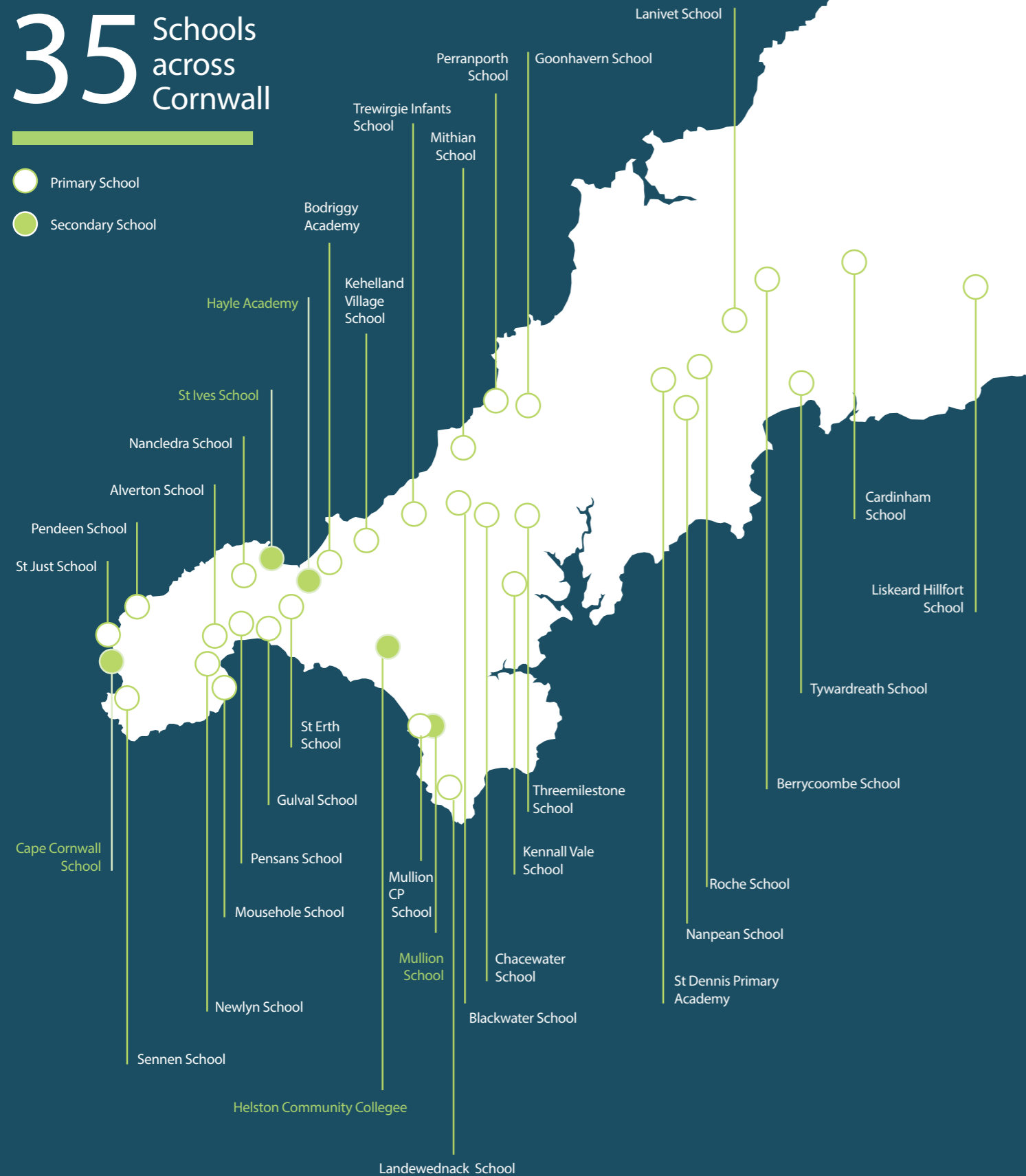
Supporting Primary School Improvement



Our Schools

35 Schools across Cornwall

- Primary School
- Secondary School



INTRODUCTION

Truro and Penwith Academy Trust (TPAT) has experienced strong and sustained growth with schools choosing to join a Trust whose ethos values individuality and inclusion and champions the highest quality of education for children.

TPAT's track record of sustained improvement for schools within the trust is exemplified by its primary sector provision. There are currently 30 Primary Academies which are split into four geographical hubs – East, Mid, South West and West. Collaboration is put at the heart of our work with schools working together through different programmes and support which are outlined further in this brochure. In addition there is an investment in high quality leadership at all levels, and a relentless focus on raising standards of curriculum and teaching.

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Primary Core Support



We pride ourselves on our willingness to share, support and challenge each other so that we can improve the experiences, wellbeing, outcomes and life chances for all our students.

We have an expert school improvement team who support school improvement and who work within a framework that fosters collaboration and partnership. By deliberate design, our school development structure is aligned with the key Ofsted areas of, Quality of Education, Behaviour & Attitudes, Personal Development and Leadership and Management.

Our structure exploits the resources available to us within our TPAT network, including strong alliances and shared learning with our partner Secondary Schools, Teaching School, and within the breadth of our central team. This means we are able to provide diverse, robust and financially sustainable support solutions for all our schools.

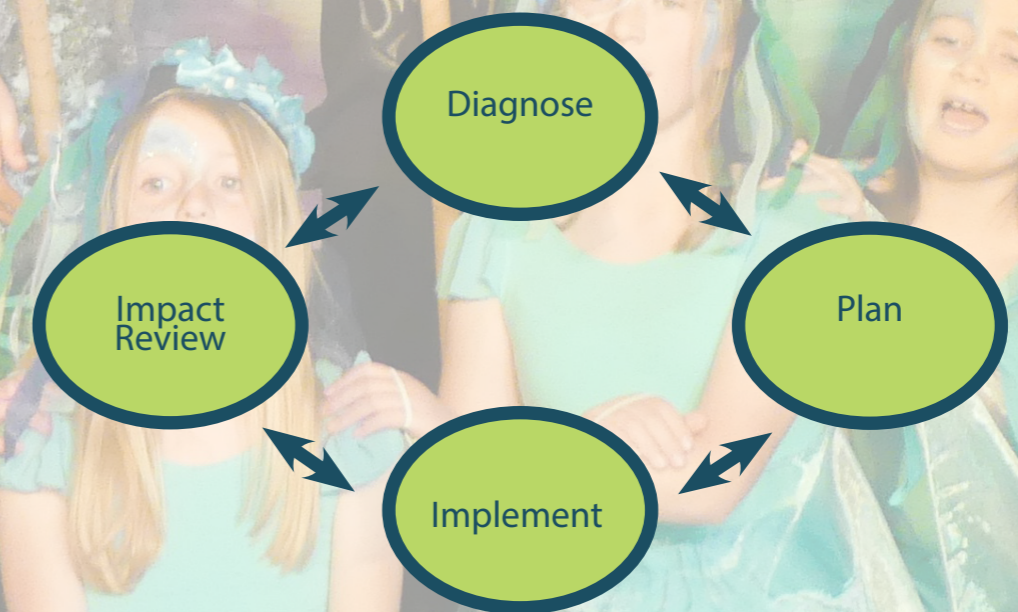
Core Principles for Primary School Development

- We thrive on high challenge, collaboration, professionalism and support
- We provide timely, effective, bespoke and tailored support to sustain rapid improvement in our schools
- We are unwavering in our pursuit of excellence on behalf of our students and communities

Our Goals

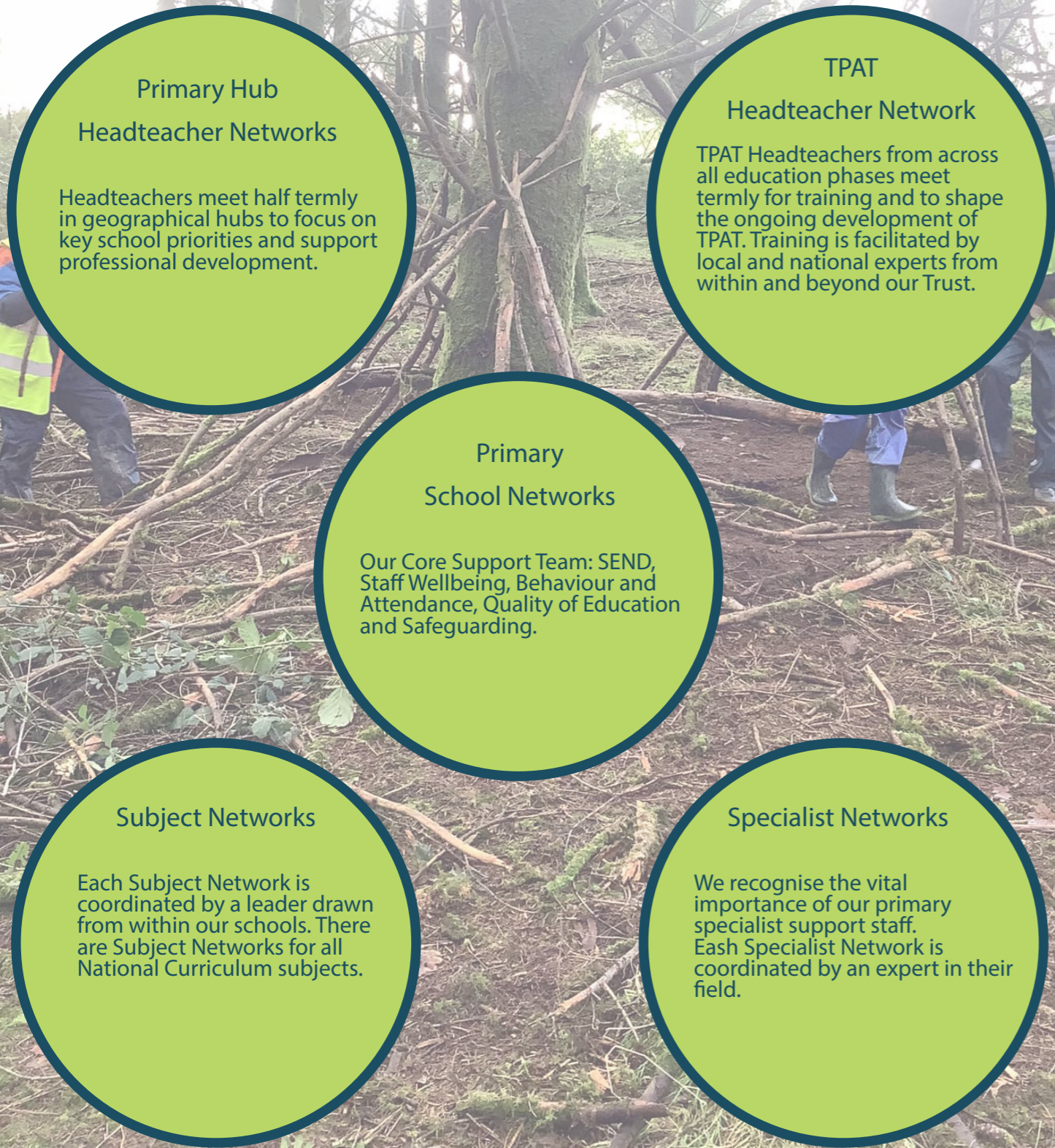
- To rapidly improve student experiences and outcomes, especially for vulnerable children
- To embed the highest quality of teaching and learning in every school
- To embody a culture of continuous improvement based on professional respect, accountability and trust
- To ensure determined, resilient and moral leadership at every level within our schools
- To collaborate and share best practice and learning between our partnership schools
- To deliver high quality, research based, professional development at every level across our schools
- To maximise the learning, career development and progression opportunities within our partner schools

Working together with our Headteachers, our Primary Core Support team ensure that schools are able to accurately evaluate standards and implement incisive school development plans which bring about rapid improvement. The Primary Core Support team facilitate our School Development cycle:



Collaborative Networks

The foundation of our primary development support is collaboration. We believe that our most valuable resource is each other, and that by working together in partnership we are able to capture and harness the full potential of our collective knowledge and expertise. Our Collaborative Networks are deliberately designed to provide a structure through which this regular and frequent collaboration can happen. There are 5 areas of Collaborative Networks:



Primary Hub Headteacher Networks

Headteachers meet half termly in geographical hubs to focus on key school priorities and support professional development.

TPAT Headteacher Network

TPAT Headteachers from across all education phases meet termly for training and to shape the ongoing development of TPAT. Training is facilitated by local and national experts from within and beyond our Trust.

Primary School Networks

Our Core Support Team: SEND, Staff Wellbeing, Behaviour and Attendance, Quality of Education and Safeguarding.

Subject Networks

Each Subject Network is coordinated by a leader drawn from within our schools. There are Subject Networks for all National Curriculum subjects.

Specialist Networks

We recognise the vital importance of our primary specialist support staff. Each Specialist Network is coordinated by an expert in their field.

We work collaboratively with national organisations, networks and leaders including:



School Improvement

Primary Executive Leads

Each school has a dedicated Primary Executive lead (PEL) who is responsible for supporting the school with the day to day operational management as well as the strategic developments in the school. All schools follow the same School Development plan. PEL visits in term 1 focus on Leadership and Management, term 2 – standards and attainment and term 3 on personal development.

School Headteacher Improvement Programme (SHIP)

Each Headteacher works in a triad where they are linked to other schools in the trust.

They take part in termly visits. This is part of a programme to support the CPD of Headteachers and Leadership teams as well as quality assuring the work of schools.



TPAT School Improvement Team



Director of Education - Chris Gould

Chris is a former Headteacher and lead OFSTED inspector. He has extensive experience in school improvement and a track record of improving schools. He leads our school development strategy and works closely with Headteachers and leads the School Improvement Team.



Head of Corporate Governance - Bex Couch

Bex is a National Leader of Governance and provides support and advice to Headteachers, Chairs and Local Governors. Bex has huge depth of experience in Governor training and support to ensure our LGBs are highly effective in supporting school development.



**Attendance & Inclusion Lead
Rita Rowson**

Rita joined the TPAT team in 2023 and previously worked for Cornwall Council as a senior Education Welfare Officer. She provides expert advice to schools with regards to attendance, admissions and inclusion and leads the TPAT Secondary Attendance Strategy.



Behaviour Lead - Tina Leack

Tina is the TPAT Behaviour Lead. She is a Price Trainer, with extensive experience as a senior leader in secondary and alternative provision. She provides expert support to schools with regards to improving behaviour and leads the TPAT Behaviour Strategy.



Safeguarding Lead - Jo Harvey

Jo has extensive experience as a Headteacher and provides advice and support with all aspects of Safeguarding and Child Protection. Jo is a passionate advocate for children to be safe, heard and respected.



**Digital Transformation Lead -
Martin Higgs**

Martin leads TPATs ambitious digital transformation programme. He is a highly experienced school leader and former Headteacher with expert skills in the use of Apple technologies to transform teaching and learning.



Primary Executive Lead - Rick Gill

Rick previously worked as a Headteacher at a TPAT school. As a primary executive lead Rick is responsible for supporting the Penwith Hub schools with the day to day operational management as well as the strategic developments of the school.



**Primary Executive Lead - Isabel
Stephens**

Isabel previously worked as a Headteacher at a TPAT school. As a primary executive lead Isabel is responsible for supporting the South West Hub schools with the day to day operational management as well as the strategic developments of the school.



**Primary Executive Lead - Alistair
Johnson**

Alistair is the Headteacher at Perranporth School. As a primary executive lead Alistair is responsible for supporting the Mid Cornwall Hub schools with the day to day operational management as well as the strategic developments of the school.



**Primary Executive Lead - Jeremy
Walden**

Jeremy is also the Headteacher at Roche School. As a primary executive lead Jeremy is responsible for supporting the East Cornwall Hub schools with the day to day operational management as well as the strategic developments of the school.

Curriculum

As a trust we work with our schools on a set of clear principles that drive our curriculum design. Schools have worked to develop their own curriculums which have been developed individually by schools or adapted from set schemes. Where schools need support in curriculum design we utilise a published scheme that we adapt to meet the needs of our children.

Curriculum Leads

Through expert support from our curriculum leads we help our schools with the intent, implementation and impact of the curriculum. These leads not only visit schools to support their curriculum but also lead our subject networks.

Core Support

Through the CORE areas of maths, reading, writing and EYFS we have specialist leads who support schools in these areas. In addition, termly leadership meetings are held to underpin the key principles across the trust for each subject and also share good practice as well as undertaking internal moderation. We have a dedicated reading programme that our schools adopt which is based on an instructional approach.

PE

Supporting our pupils to be physically and mentally healthy is a trust priority. Our dedicated PE lead coordinates the work of 3 PE hub leads who support the leadership of PE across our schools, develop curriculum, support enrichment and training opportunities.

Teaching Principles

As a trust we base our pedagogical approach in our schools around four pillars. We support schools in the development of these through comprehensive CPD and this aligns with our Advantage project.



Support for Pupils with SEND

We have a dedicated SEND lead who supports SENDCOS in our schools. We utilise a consistent approach to Individual Education plans, provide termly support meetings for SENDCOS.

CPD

Through our dedicated CPD leads we support the professional development of staff with a comprehensive programme. We also run the SHIP programme and utilise yearly visits to trusts outside of Cornwall to share best practice.

Attendance

As a trust, supporting our schools to attend regularly is a key priority. We have a dedicated attendance and inclusion officer who supports the implementation of a consistent attendance policy across our trust.

Safeguarding

We utilise a consistent approach to the management of safeguarding across our trust using the CPOMS programme. Our highly experienced safeguarding lead supports schools in the leadership of safeguarding as well as case load.

Behaviour

Our dedicated Behaviour lead supports the development of policy and the individual needs of our children across the trust. We support an approach of an inclusion and professional development of staff through programmes including Pryce training.

Pupil and staff wellbeing

Our approach to pupil wellbeing is supported through our wellbeing lead who is an approved Thrive trainer. Support is provided to schools to ensure we become an employer of choice.



What is TPAT Advantage?

TPAT Advantage is first and foremost a teaching and learning project. It is intended to give our teachers and pupils the very best digital tools available to support them in their work and in their learning.

Staff and pupils will benefit from having access to the latest iPad devices which will enable them to access bespoke applications designed to support their learning both in the classroom and at home. It will also give parents unprecedented insights into their child's learning journey as well as the ability to further support their progress.

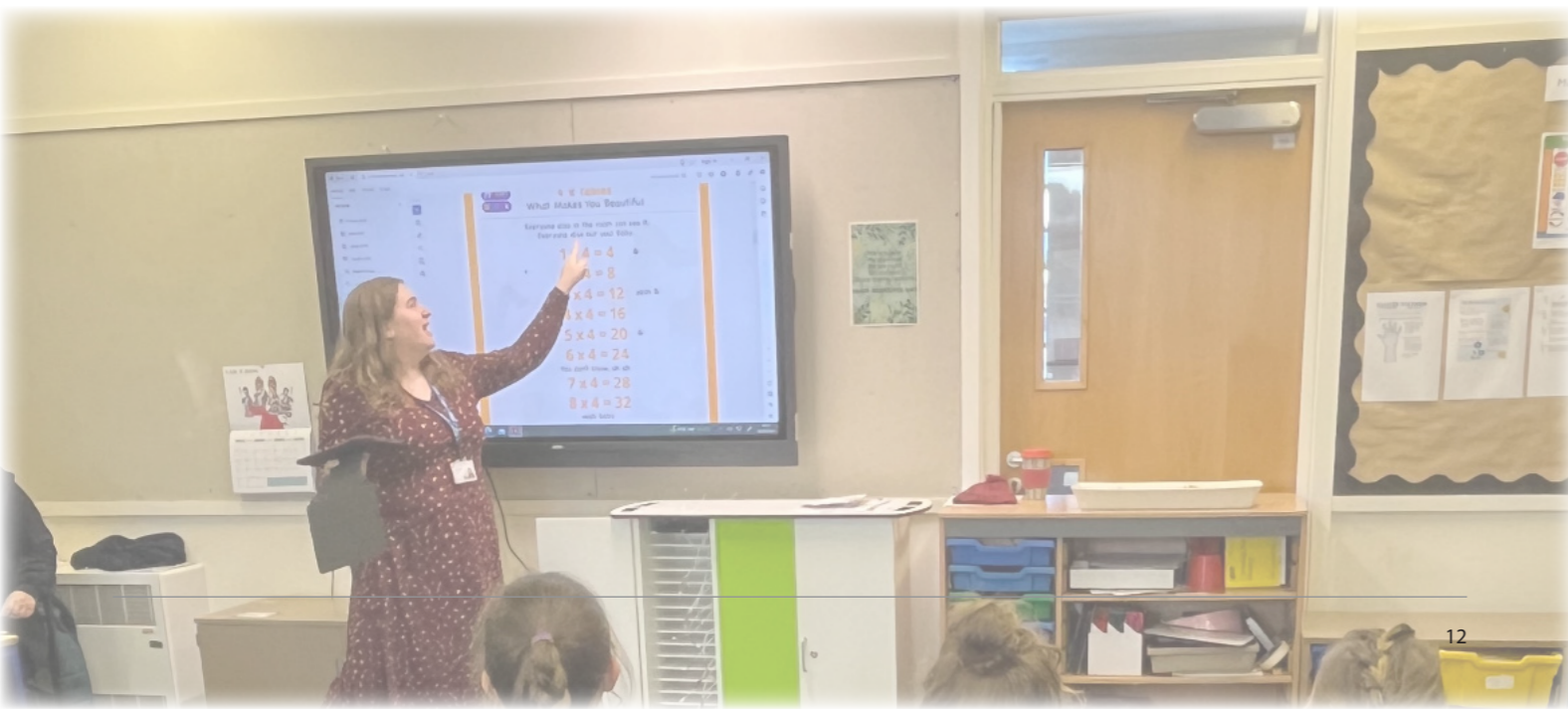
The ultimate aim of our schools is, as always, to improve outcomes and opportunities for our young people, and to help prepare them for the future.

Why do we need Advantage?

Advantage is based on a belief that educational provision in the 21st Century must adapt in order benefit from and reflect the digital revolution which impacted upon almost every aspect of life in the UK. Our children are 'digital natives', they were born into a digital world. Schools have to embrace the best of these digital opportunities, whilst educating our young people to function, thrive and live safely in this new world.

There are also local drivers for this project. We live and learn in one of the most beautiful counties in the UK. However, the socio-economic reality for many of our families is one characterised by significant hardship and disadvantage. We recognise that across our Trust there are many communities where low income, poor employment opportunities, comparatively low levels of investment and educational funding as well as geographical and cultural remoteness - all negatively impact upon the life choices our young people are able to make.

The Advantage Project is a key part of our strategy to combat these challenges and to help our young people to have the best possible opportunities both now and in their future lives.



What will Advantage look like?

All Advantage teachers and pupils will have the latest iPad to use at school and at home. The project is based around a number of principles that teachers will follow these include:

1. Teachers will be able to use the iPad for direct instruction and modelling in lessons using their LCD screen and Apple TV and an app called Explain Everything. This is really powerful, not least as it means that teachers can easily record and share their instruction quickly and easily with their class. This allows pupils to revisit parts of the teaching they may have missed or require clarification on.
2. Teachers will have an app called Apple Classroom which enables them to monitor, control and share the screens of all pupils in their classroom.
3. Try using an app called Showbie teachers will be able to set work, and feedback on pupils work in a way which has never before been possible using voice notes and instructional screen recordings bespoke to an individual child.
4. An app called Socrative will allow teachers to complete assessments at the beginning, during and at the end of lessons providing invaluable information to gauge understanding.
5. Teachers will use the vast range of accessibility features built into the iPad to support individual pupil's physical, language and learning needs.

The impact of the Advantage project is already being seen in classrooms across our Trust, with the feedback from pupils, parents and staff being incredibly positive. Many report that being able to use the latest digital tools within a 1:1 iPad environment has revolutionised teaching and learning in ways that are genuinely transformative. Facilitating improved outcomes for pupils, enhancing teacher efficiency and time management and creating teaching and learning opportunities which simply did not exist before the project was developed and implemented within our Trust.



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Every child deserves the opportunity to succeed, and every school deserves the support to make it happen.

Improving life chances for all.



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