

Annual Report

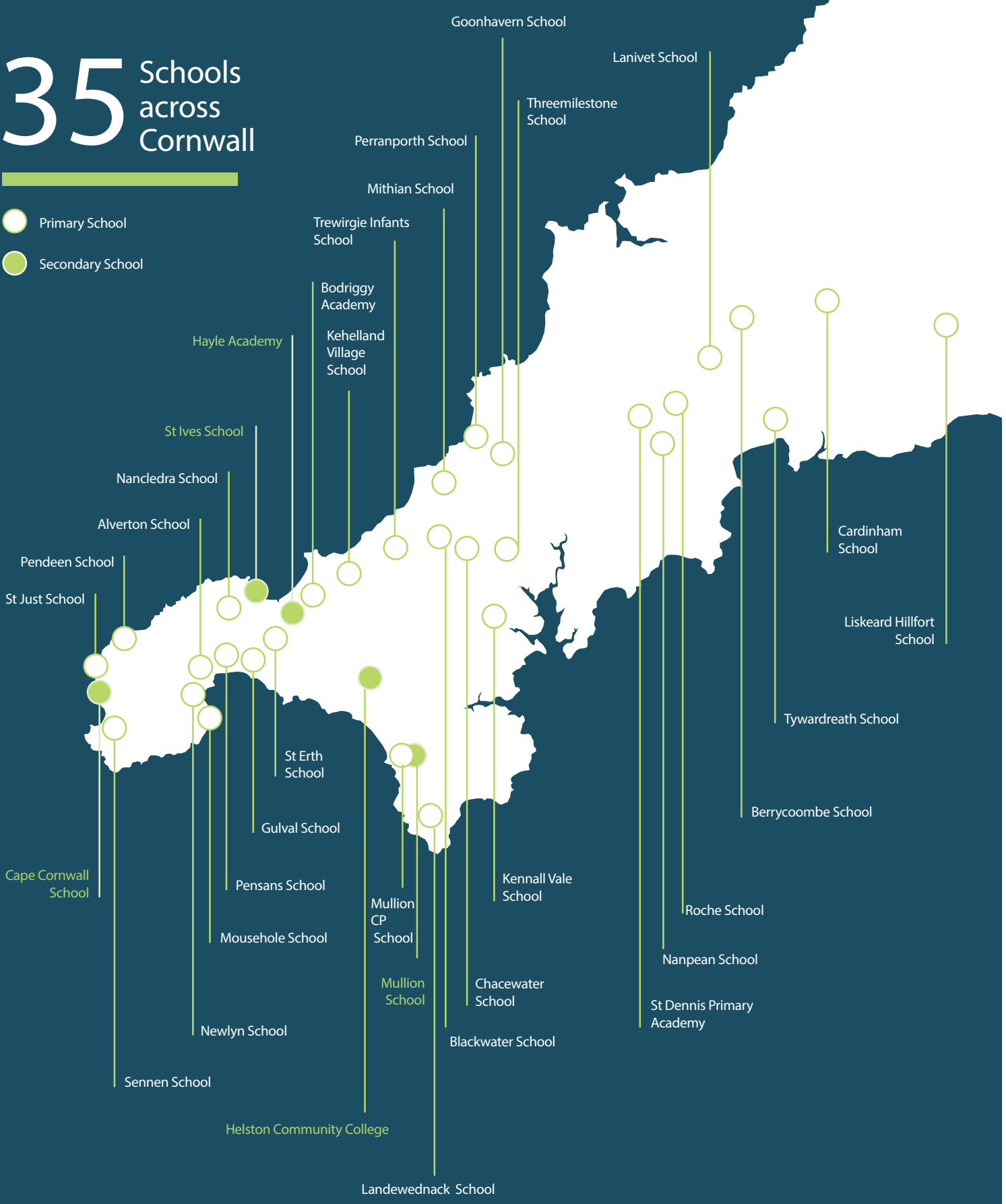
2023/2024



Our Schools

35 Schools across Cornwall

- Primary School
- Secondary School



Welcome



Anita Firth
Chair of the Board of Trustees

As Chair of Truro and Penwith Academy Trust I have great pleasure introducing our annual report for 2023-2024 as this has been a year of significant achievement. We have rolled out our Advantage programme to all our schools and worked with world-class trainers and coaches to support our school teams especially our teachers, to embrace the opportunities of technology to transform learning and teaching for our pupils. Our commitment to workload management and wellbeing has been enhanced by our Wellbeing Charter and our all-staff roll out of our employee assistance programme.

The post-pandemic challenges of attendance and support for our most vulnerable pupils including those with Special Educational Needs and Disabilities (SEND) is the focus for this annual report. We are particularly proud of the support of our most vulnerable pupils in our area resource bases in some of our primary and secondary schools. These specialist resources are great sources of expertise and skills that benefit mainstream teachers and support teams from across our organisation.

Leadership has been strengthened through the commitment of our trust executive team to develop leadership coaching throughout the organisation and our commitment to external expertise. Our system leadership role has been a strength with our Chief Executive recently elected to a national policy advisory role with the Confederation of Schools Trusts and Jen continues to represent the south west region on the Regional Advisory Board. We have engaged as a part of the SW100 cohort of leaders challenged to think differently about leading schools through the lens of our most vulnerable, deprived communities. We are also proud to be a member of the Queen Street Group of school trusts who have a common commitment to championing and overcoming the challenges our most vulnerable pupils face.

Once again, we have been scrutinised by Ofsted and the feedback has been overwhelmingly positive about the support that is provided to our schools by the trust and through the hard work and dedication of our school teams. Pupils thrive in our trust schools: demonstrated through our moral purpose to achieve our mission to improve life chances for all.

Please do enjoying finding out more about our collaborative family of schools.



What did our school trust set out to achieve in 2023-2024?

Ofsted provided external quality assurance of our practice and achievements by visiting eleven of our schools across the trust during the year.

Priority One: To demonstrate ambitious expectations for a high quality and inclusive education for all, especially our most vulnerable and disadvantaged pupils



At Kehelland School OFSTED noted...

“The school is ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know these pupils well. They identify their needs accurately and adapt lessons and resources to meet individual needs. The school works closely with external agencies to ensure that pupils with SEND receive the help they need. The school has calm, nurturing spaces where individuals and groups receive extra support. Pupils with SEND learn the same curriculum as their peers.”



At Bodriggy Academy OFSTED noted...

“Pupils are proud to attend this inclusive, welcoming school. Building strong relationships is at the heart of its work. Parents and carers talk positively about the care that staff show and how the school helps pupils to do their best.”

The school is ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff know these pupils well. Individual pupil plans are precise. The school works closely with parents and external agencies to ensure that pupils get the right support. As a result, pupils with SEND learn the same curriculum as their peers.”



Across the Trust, the curriculum has been supported with in-trust and external specialists. Ofsted have inspected a number of our schools and curriculum has been found to be strong. At Tywardreath School, inspectors found...

“The school has created an ambitious, well-designed curriculum. From the early years to Year 6, the school has identified the knowledge they want pupils to learn and the order in which pupils should learn it. In art, for example, pupils experience different media in Years 1 and 2. The curriculum builds on this experience so that when they reach Year 6, they can make informed decisions on the most suitable medium to use.”



At Hayle Academy, the Area Resource Base (ARB) is a specialist provision supporting students with more complex Special Educational Needs and Disabilities in a supportive environment with a curriculum embedded alongside the mainstream school. The review by the Local Authority in July 2024 recognised that;



“The school runs a unique curriculum.”

“A real strength of the ARB is the passion and drive for inclusivity. It was seen throughout the visit that wherever feasibly possible young people are included in mainstream lessons and have access to their peer groups as often as possible. It was a delight to see the young people from the ARB engaging not only in mainstream lessons but also effectively with their peers at break and lunch. It cannot be underestimated the level of planning and skill that it takes to discharge this level of inclusivity. The ARB staff and mainstream teachers should be commended for some incredibly skilled pieces of work.”

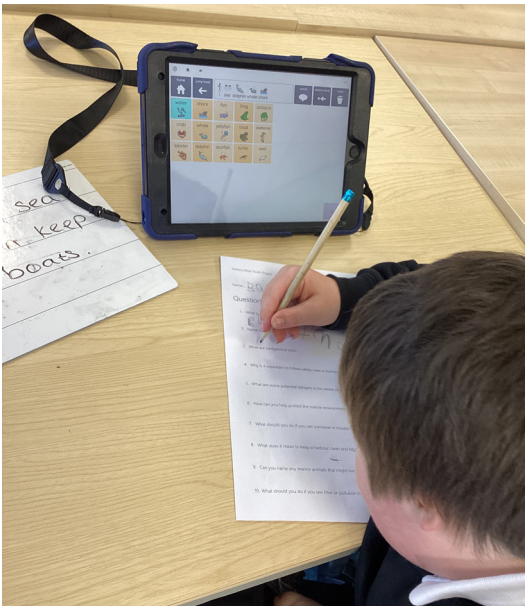
“This specialist provision is a true asset of the school and Trust, The physical environments within the ARB were light, airy and exceptionally well maintained. The decoration and colour scheme were well thought out and specifically chosen so as to provide a low sensory environment. The pupils have access to both hard, soft play and a wooded/ forest school environment. The young people seen were enjoying the space and interacting with their peers in positive and appropriate ways.”



Nick Millward, Senior School Effectiveness Officer
SEND shared that...

“

“It is very clear that you have
a fantastic provision working
with the most complex young
people and producing truly
remarkable outcomes.”



Priority Three: To embed our Advantage
programme – transforming teaching and
learning through technology – across all
schools

The Advantage programme is supporting inclusive
pedagogy and practice through the use of one-to-
one devices, live assessment, feedback and direct
instruction. The Advantage programme has been a key
priority for improving disadvantaged pupil's outcomes
over time. Teacher CPD has been extensive during the
year to ensure consistent practice and monitoring at
school level.



Priority Two: To focus on Reading in primary
and secondary phases

“

At Kehelland School,
Ofsted noted..

“The school makes
learning to read a top
priority. Starting in
Reception, a structured
programme ensures that
children learn about
phonics in an effective
sequence.”

“

At Bodriggy School,
Ofsted noted..

“Reading is a priority for
the school.
Pupils enjoy their visits
to the school library and
talk positively about
reading ‘karate.’”



Priority Four: To ensure our schools are
places where all pupils attend regularly

Attendance has been a core priority and a trust-wide policy and
procedure has been implemented across the trust this year. Wide
support for our trust practice has been received by the Department for
Education and Local Authority. The Trust has been a core collaborative
partner of the Transforming Attendance in Cornwall project, developing
a toolkit, case studies and focused disciplined inquiry research into
attendance practice in schools. The Trust attendance policy is a tiered
response based on a rapid personalised response to broken weeks of
attendance, developing belonging and strong relationships between
pupils, their families and our schools. Compared to academic year 2022-
23, the attendance of pupils across primary and secondary has improved
in all trust schools, in particular with our most disadvantaged pupils.

Exclusions and suspensions have been carefully monitored and a trust-
wide behaviour policy has been implemented.

Dr Jennifer Blunden OBE
Chief Executive



Secondary schools have prioritised reading and
literacy across all key stages with collaborative practice
strengthening the practice in all schools.

Education Focus

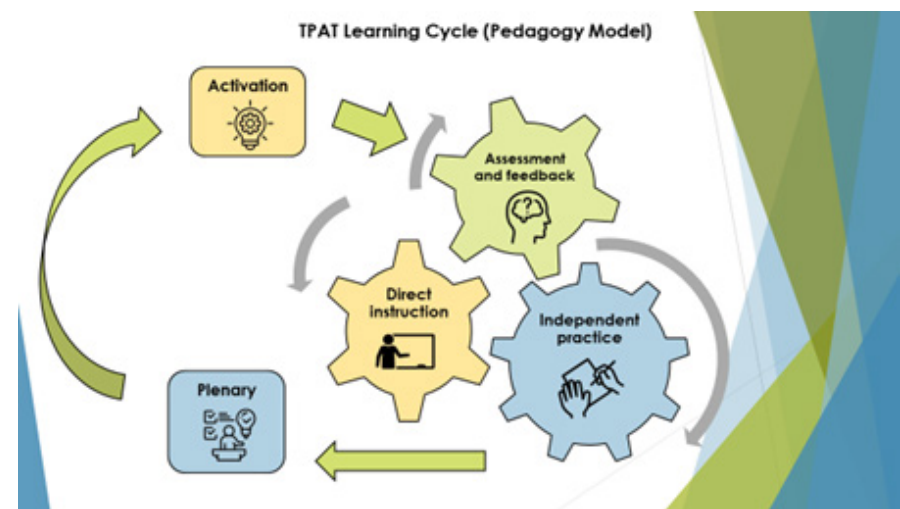
As a trust our work over the past year in terms of school improvement has continued to see some very positive outcomes in assessments. Our Primary schools continue to do better than National Averages at Key Stage 2 and in phonics.

Subject	National 24	TPAT 24	Difference
Reading	74%	75.8%	+ 1.8%
Writing	72%	75.6%	+3.6%
Maths	73%	74.4%	+ 1.4%
RWM	61%	62.6%	+ 1.6%
Phonics	80%	85.3%	+ 5.3%

A significant focus during the year was on reading in Primary where ten of our schools undertook a research project to support outcomes for our disadvantaged pupils. This work was led by Roche school and saw outcomes increase significantly as a result of an instructional approach to the delivery of these lessons. The work was supported by visits to Reach Academy in Feltham and then a “lesson study” approach was developed by schools in the project.

For our secondary schools, we saw positive outcomes in terms of our Basics 4+ measures for our schools. St. Ives school was in the best performing 10 schools for Basics 5+ at GCSE in Cornwall as was Mullion school for its progress 8 measures.

Over the past 12 months we continued to be visited by OFSTED with eleven inspections during the year all focused on our Primary provision. The reports included two of our schools, Liskeard Hillfort and Bodriggy Academy moving from an overall rating of Requires Improvement to good.



Embracing Walkthrus

Inspired by Tom Sherrington's clear and accessible approach to teaching, a shared set of Walkthrus now provide the basis for TPAT pedagogy and a common language for teachers to collaborate and share practice. After a hotly debated selection process, secondary teaching leads identified a cluster of codified Walkthrus which form the foundation of our pedagogy 'cog' model.

Walkthrus training uses 'instructional coaching' to ensure that teachers are experts in these techniques. Consistency of approach means that learning becomes routine for pupils, freeing up thinking space and energy to engage in what is being learnt, rather than how it is being learnt. Walkthrus now form the basis of our pedagogy and professional development programmes and are fully integrated with Advantage digital strategies.

Tied in with our mission to “improve life chances for all”, it was wonderful to hold our first ever music extravaganza in July with schools across the trust showcasing their amazing skills they had learned through their creative curricula. This ranged from the Helston Community College Jazz band to Trewirgie Infants School choir. To support the focus on a wide and varied curriculum we also held our first TPAT sports festival for schools at Truro College where participation and building resilience was the key.

Professional Development of staff has again been put at the heart of our CPD work. This included the chance for all Headteachers across Primary and Secondary undertaking study visits to trusts and schools outside of Cornwall. Deputy Headteachers have come together for an annual conference. Subject leader meetings and networks were developed to support schools to quality assure and develop their offer for their pupils further.



Our shared Secondary Curriculum

TPAT curriculum leaders in our Secondary schools are working together to develop a shared Curriculum with Science, Modern Foreign Languages and PE leading the way as our ‘early adopter trail blazers’. Development began in the Autumn Term 2023; the first stage was to identify a set of shared ‘key concepts’ which are the foundations of learning in each subject. Once the building blocks were in place, leaders began to sequence the units of learning, drawing on what pupils have already learnt in Key Stage 2 and working across the year groups up to the end of Year 11. Detailed plans and resources were devised for Year 7 in Science and PE, and for Year 10 in Modern Foreign Language.

From intensive days of collaboration, and continued development over the summer term, curriculum leaders designed new shared programmes of learning, ready for September 2024.

Learning from the early adopter’s pilots, leaders from across all National Curriculum subjects are now preparing their shared curriculum plans ready for first delivery from September 2025. The collaborative curriculum opens opportunities for sharing assessment, resourcing, and further curriculum development in the future, and is a cornerstone of TPAT secondary schools’ development to raise standards and improve outcomes for pupils.

Chris Gould
Director of Education

Jan Woodhouse
Secondary Education Lead



An Inclusive School Trust

Our mission for “Improving life chances for all” is fundamental to all we do at TPAT. In this section you will read about some of the excellent work we have done over the last year to support all our pupils. Through our Area resource bases (ARBs), alternate provisions and curriculum work our schools have undertaken some superb practices.

St Dennis Primary Academy - The Nest

The Nest (Nurture, Education, and Support Team) has been transforming the learning experience for children who struggle in a traditional mainstream classroom.

We created this specialised SEMH (Social, Emotional, and Mental Health) provision to provide children with a safe and supportive learning environment where they can thrive both socially and educationally.

The Nest is designed to help children who may feel overwhelmed or disconnected from school by offering a small group setting, with a high adult-to-child ratio. This allows for personalised support that addresses each child’s individual needs, whether that’s helping children with targeted strategies or offering trauma-informed care for those who need emotional support.

Parents are seeing real change in their children, both in their confidence and in their ability to engage with learning.

Our skilled staff are trained in a wide range of approaches and interventions, including:

- Autism Champion - strategies to provide targeted support for neurodivergent children.
- Dyslexia Learning Champion - expertise to support literacy and learning needs.
- LEGO Therapy and Fun Fit programs to encourage social interaction, motor skills development, and confidence building.
- Trauma-Informed Practitioner to support children with adverse experiences and foster emotional resilience.
- PRICE (Protecting Rights In a Caring Environment) techniques for safe and respectful behaviour support.
- Sensory Needs Support to create sensory-friendly activities and environments.
- Precision Teaching to ensure targeted, measurable progress in specific areas of learning.

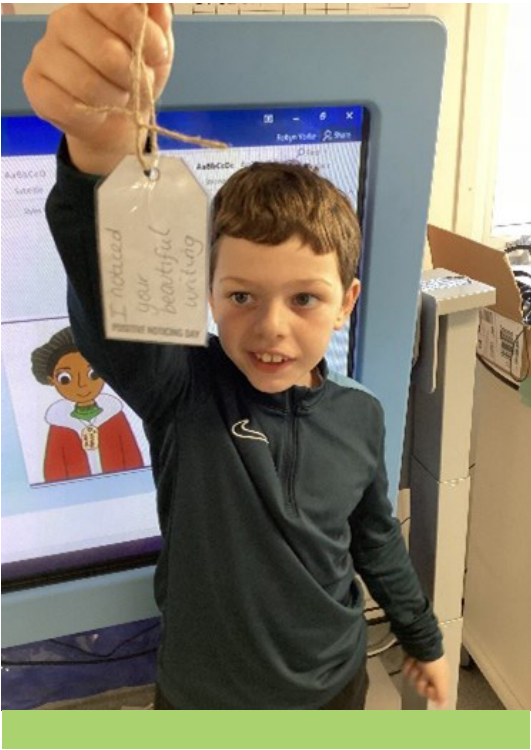


Through a carefully tailored curriculum, The Nest supports children’s holistic development with a wide range of strategies and experiences, including:

- Forest School sessions to foster resilience, teamwork, and a connection to nature.
- Cooking activities to build life skills, confidence, and practical learning.
- Community trips to develop social interaction, independence, and real-world skills. Fine motor skill activities to enhance handwriting and coordination.
- Chunked and scaffolded learning to ensure success and reduce frustration.
- Play-based interventions that engage children in ways that feel safe and fun.

We set up The Nest because we believe every child deserves the chance to succeed, no matter what challenges they face. By focusing on emotional wellbeing, social development and academic progress, we’ve created a space where children can reconnect with their love of learning and build the skills they need to thrive, both in school and beyond.

Cathy Brokenshire
Headteacher - St Dennis Primary Academy



Pensans Primary School - Alternative Resource Base

Pensans Primary School Alternative Resource Base opened its KS2 provision in February 2024. The ARB provides provision for 15 pupils with potential growth going into the Autumn Term 2025 including EYFS and KS1.

We believe that every child should have access to a safe, engaging learning experience in when they can thrive.

Our curriculum provides every child with a broad variety of opportunities to develop their communication and interaction skills through tailored activities with a child centred approach.

Children at the ARB have access to a vast range of activities, learning experiences and visits such as:

- A sensory curriculum.
- Attention Autism.
- Forest School.
- Little Artist Cornwall.
- Swimming.
- Art therapy and many other opportunities.

Every member of staff within our team strives to ensure every child is able to reach their full potential, always having high expectations of every child enabling each child to develop their independence, aspiration and possibilities in life.

Niki Ambrose
Headteacher - Pensans Primary School



Cape Cornwall School - 'Kites' Area Resource Base

There are 20 places in 'Kites' for children who all have complex learning needs. We work in partnership with the local authority who commission places and support our development with regular advice and expertise.

'Kites' offers a bespoke learning pathway for each individual student. Students are supported to become independent and prepared for the next stage of their education and eventually adulthood. Inclusion and community links are at the heart of the Kites curriculum and ethos.

'Kites' shares a SENDCO with the mainstream school (who teaches some lessons in 'Kites'); there is an ARB Manager (working 4 days a week and teaching a timetable that is equivalent to 2 days); one full time teacher and another part time teacher (2 days). There is an Alternative Learning Lead and 6 SEN Support Assistants who support the students both in Kites and in mainstream lessons.

The curriculum is a combination of formal learning in the core areas of English, maths, science, Global Values and PE and a semi-formal curriculum, focusing on life skills.



'Leaders encourage all pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision) known as 'Kites', to try new experiences such as improving the school grounds.'

OFSTED 2023



Learning Beyond the Classroom

'Kites' provides rich extra-curricular opportunities in a coherently planned way, both through work in school and through collaboration with organisations within our community.

Some of the extra-curricular opportunities are as follows:

- 'Kites' students participate in our 'Be Inspired' programme.
- 'Kites' students volunteer at a local organic farm – this benefits the students as well as strengthening links between the school and the local community.
- 'Kites' students complete the Bronze Duke of Edinburgh Award.
- Students attend Penzance Tennis Club sessions.
- There are swimming lessons as part of provision.
- Regular trips to the local shops, theatres, museums and local services
- Exploration of the local area to better understand Cornish heritage



'Kites' students participate fully within the wider life of the school

There is a very inclusive ethos in Kites, exemplified through the following examples:

- 'Kites' students socialise alongside mainstream students during break and lunchtimes: this leads to very strong links between Kites and the mainstream school.
- Students from 'Kites' represent the school in sporting events both during the school day and after school.
- Along with mainstream students, 'Kites' students visited the food bank and delivered hampers to elderly members of the St Just community at Christmas.
- 'Kites' students attend assemblies, sports day and house team events with the whole school.
- 'Kites' has a representative on the school council, who also forms part of the school prefect team.



'Leaders are ambitious for what pupils with SEND can achieve. This is particularly the case for pupils who attend the specially resourced provision. All pupils with SEND play a full part in the wider life of the school because of this.'

OFSTED 2023

Jon Hall
Headteacher - Cape Cornwall School



The ARB at Hayle Academy opened in September 2022 following a ten month consultation, design and build phase. It opened initially to a single class cohort of ten students in Years 7 and 8 with one main teacher and teachers coming into the provision from the main school to teach. The following year, September 2023, saw an expansion to full capacity with a further 10 students in Year 7 joining us. Another teacher was recruited to teach this new class. Further development of the ARB Lead role has resulted in the appointing of another teacher meaning that the ARB is now staffed with two teachers and an equivalent of six full time teaching assistants as well as the ARB lead who is also the operational SENCO for Hayle Academy.

The vision for the Hayle ARB from first inception has always been one of inclusivity and the need for our ARB to be fully part of the mainstream school with our students feeling that they are Hayle Academy students.

To ensure this happens, our curriculum model means all of our students attend as many mainstream classes as they are able to manage, linked tutor groups come to the ARB to have tutor sessions on occasions and all have access to the main school at break and lunchtime if they wish.

This is coupled with mainstream students in some year groups coming into the ARB for certain lessons and educational pathways.

The depth of inclusivity within Hayle Academy was highlighted in a recent Trust Safeguarding Lead pupil voice exercise where students stated that the aspect of Hayle Academy they were most proud about was the ARB and that they are proud that local children can go to their local school regardless of the level of need.

The ARB was recently monitored by the local authority in July 2024 who felt the ARB at Hayle Academy was a sector leading provision stating in their report 'a real strength of the ARB is the passion and drive for inclusivity. It was seen throughout the visit.... It cannot be underestimated the level of planning and skill that it takes to discharge this level of inclusivity'.

The report also stated:



'The inclusive ethos from the senior leadership team alongside the wider mainstream teachers means that the ARB is seen as an extension of the main school and not stand-alone unit'.

Local Authority - July 2024



Our curriculum in the ARB is a strength of the provision and is based on the whole school subject curriculums but adapted for stage not age covering a broad range from play based experiential key stage one / reception to full GCSEs packages. Students needs as they move towards Key Stage 4 are carefully planned for and ensure that it takes into account the blended model of learning in place which offers GCSE Pathways as well as more vocational and practical qualifications which focus on the Preparing for Adulthood outcomes.

Some of the fears around ARBs being attached to schools have been discharged by the Hayle Academy ARB with Hayle Academy's SEN attendance placing us in 1st position out of all 30 Cornish secondary schools and placed in the top 20% nationally for SEN attendance. In terms of finances, careful financial planning has ensured that our ARB covers all its costs including staffing, heating and shares costs of admin, cleaning and caretaking and makes this model one which is sustainable and reactive to the demands of the financial planning for the school.

Another strength of our ARB at Hayle Academy is our exceptional personal development offer with so many opportunities made available to the students from adaptive surfing to theatre visits to legacy gardening projects. External visitors to the ARB have complimented the needs led PSHE curriculum, which is taken from the main school model and reacts in a timely and consistent manner to the needs of all young people.

Areas of development and challenge for Hayle ARB is managing the pressures from the local authority to go over PAN in a space designed for 20 students as well as continuing to upskill our ARB staff team around managing complex behaviours which will always be an ongoing focus.

Melissa Lock
Headteacher - Hayle Academy



'One real strength is how the whole school curriculum planning dovetails to that of the ARB'.

Local Authority - July 2024



Attendance

A trust priority this year was attendance. TPAT recognised that improving school attendance was the key to improving outcomes and sustaining positive change for the children.

Attendance has always been a symptom rather than a cause, a manifestation of complex issues across the education system and beyond. We knew that our children and their families were and are facing some of the most challenging circumstances ever faced by families in recent times and to really understand these difficulties we knew that we must acknowledge and understand the root causes, the why behind the what.

We knew that if we could target our focus on identifying and understanding the barriers for our pupils, we could work to build a positive trust and school culture of attendance and belonging. Both key to ensuring any improvement was sustained.

2023/2024 saw TPAT launch its Attendance Strategy with the focus on developing a trust wide attendance policy and implementing a strategy to improve all pupil's attendance and engagement with school with particular focus on reducing the gap between our disadvantaged children and their peers. Our key objective was to promote and implement a positive culture of attendance.

We could see that the Attendance of TPAT pupils was not as good as it could be and we knew that it was our disadvantaged pupils who were hardest hit and most needed the security, stability and care that good schools will offer. Prior to the implementation of our strategy, many of our school processes around attendance were unclear and inconsistent and there was no clear absence management process. Schools were not responding to absence in a timely manner and it was evident that too frequently pupil absence had become entrenched before our schools really considered that there was a problem. We identified through scrutiny of our school's data that there were significant missed opportunities to intervene and get in early to support pupils and families. It was imperative for us as a trust that we understood the root causes of this picture of deteriorating pupil attendance.



The Attendance Strategy implemented during the 2023/2024 academic year utilises a tiered approach to improving and sustaining good attendance. Our approach centres on strong relationships and high expectations – which means that families feel supported. But they are also clear about expectations. Strong relationships and consistent messaging mean we can have difficult conversations where needed. The approach is based on a consistently sharp focus on data for individuals, particularly watching for behaviour change and emerging trends and patterns. The focus on individuals – rather than pupil groups supports our strategic work centred on needs, not labels:

1. Who are our inconsistent attenders?
2. Are these inconsistencies one off, or more of a pattern?
3. Are pupils from low income groups / SEND / other vulnerabilities?
4. What might the drivers be?

We have worked hard to ensure a consistency of approach which has been adopted across the trust, but also allows flexibility for individual schools and families where needed.

Universal/ Tier one – an approach rooted in positivity: ‘it’s great to see you’ and ‘have you had breakfast’ (for late arrivals), ‘do you need any equipment’ rather than ‘where have you been.’ Every member of the school needed to adopt this approach. We knew that pupils arriving back in school after an absence is not the time for challenge on uniform or equipment, or an enquiry highlighting that pupil’s absence. Communication across staff teams at this stage in the process was crucial to promoting belonging for our pupils.



Tier three – We use the tier 2 information to measure the parents’ engagement with the support offered. Where families are not engaging with the tier two support, the child is moved to tier three which initiates the statutory intervention process and the possibility of proceedings to enforce parents’ legal duty to ensure their child has regular access to education. All actions are discussed and communicated clearly with parents and carers before formal action is taken. The tier 2 pupil support plan’s adjustments and actions remain available indefinitely.

We have embedded successfully how we gather, share and use attendance data to ensure actions are agreed to improve attendance, providing a support-first culture to encourage high attendance and make school a place our children want to attend. We worked hard to ensure attendance is ‘everyone’s business’ and ensure individuals and teams work together to reduce absence. Being robust in the implementation of strong and rigorous processes which allow us to identify and respond quickly and effectively to absence, building strong and positive relationships with pupils and families to understand, then prevent or remove barriers to attendance. This is evident in the progress our data shows and whilst data may no longer indicate the need or challenge for some of the children in our schools, we know that a number of schools across secondary and primary continue to have some real challenges around attendance and persistent absence. 2024/2025 will see us push on with the tiered response ensuring we continue to offer direct support to these and all schools with the emphasis on building relationships with parents and identifying barriers to attendance for our children.

Rita Rowson
Attendance and Inclusion Lead



Tier two – We target resource centred on pupils whose weeks are broken by absence. Conversations with pupils and families re centred around: ‘we notice, we care, what can we do to help’. We have steered away from percentage absence to focus on broken weeks. We know that frequent weeks broken by absence are more complex to address than a fixed period away with illness.

This tier supports pupils who have three or more broken weeks in a half term, a pupil support plan (PSP) is put in place, this is with the engagement and agreement of the parent and child and centred around identifying and removing barriers to attendance. The support plan is agreed ensuring that adjustment and support is offered and evidenced. Hearing the child’s voice is central to this: we capture the child’s views on their lived experience at school to lead the pupils support plan adjustments and actions’. Where necessary and for hard to reach parents, staff will go out to the family if that is helpful. The pupil support plans centre around the school and the family’s responsibilities to the child. Everyone is explicitly clear about this. All partners – school, family, pupil adopt a ‘you said – we did approach’.



Digital Transformation



A Remarkable Achievement..

Following on from the success of our Advantage pilot programme in Cape Cornwall, Bodriggy, Kehelland, and Blackwater schools, the academic year 2023/24 saw the roll-out of iPads into all of the Trust's remaining primary and secondary schools. This was one of the largest educational iPad distribution exercises ever undertaken in the UK, with over three thousand devices being put into the hands of pupils across our TPAT schools. The fact that this was completed by a very small team over a very short period of time makes the achievement all the more remarkable.

As the iPad is an Apple product, it is tempting to imagine this deployment as a sleek and seamless process, with stacks of shiny iPads arriving at schools, being handed out to excited pupils, and coming to life at the touch of a single button. In many ways, that is exactly what happened. However, as is so often the case with something that appears to be effortlessly executed, a huge amount of work and preparation was required behind the scenes before a single iPad could get anywhere near a student.

Whilst iPads are generally extremely reliable, they do require each school/classroom to have robust and efficient internet and Wi-Fi connectivity in order to function properly. Unfortunately, this minimum requirement wasn't universally present across our schools. The considerable task and responsibility for ensuring the technical success of Advantage fell to the TPAT IT Support Team, led by Jamie Pilcher. The team worked tirelessly, and largely unseen, throughout the previous year to bring the IT infrastructure in each school site up to a specification that was suitable for the large-scale deployment of the new iPad technologies.

Our aim was always to undertake a 'zero-touch' deployment of iPads. This meant that each pupil would be handed a brand-new, boxed, and cellophane-sealed iPad, which had not been opened since it left the manufacturer. This was a deliberate strategy that served several purposes, not least to give a clear message to pupils that we value each of them and their educational potential highly enough to give them the best possible learning tools available, that they deserve the best possible opportunity to realise their potential in our schools. The project is called Advantage, in large part, because it seeks to offer our schools and pupils exactly that.



We began the process of distributing iPads to schools in September 2023 and had the absolute pleasure of witnessing class after class of pupils hold their pristine new devices for the first time. It was a fantastic and often humbling experience for the adults in the room, as the reaction of pupils was frequently one that was as emotional as it was disbelieving.

Because each deployment required IT Team members to be present to ensure that the process ran smoothly, we had to deploy the devices one class and one school at a time, taking on average 45 minutes per class to go through the set-up process. As a result, the deployment was a time-consuming and labour-intensive process. That said, by the start of October 2023, the primary phase of the deployment had been completed, with every Year 5 and 6 pupil having a device and being enrolled in the Advantage project.

This primary roll-out was immediately followed by the beginning of the plan to complete the deployment into our secondary schools. This was a more bespoke school-by-school arrangement, staggered across the remainder of the year, but was completed with the same levels of success and with timescales being met.

I make no apologies for entering into such detail regarding the process of deploying the devices, as this was a significant part of the year's work for the project, and one which looks ever more remarkable as we look back upon it. I believe that it is no exaggeration to say that without the incredible efforts of our IT Team, the Advantage project would have remained an aspiration.



This is NOT an iPad Project..

Having completed the huge task of getting the iPads into schools, the next task was to be really clear in our vision of how these devices could be used effectively.

It is worth reminding ourselves that Advantage is not part of a national strategy. It is a localised initiative born out of a desire to find new tools to enhance traditional teaching methods and to bring our schools and classrooms into the 21st century by making use of the digital technology tools that have revolutionised our society. Education is one of the last areas of society to use digital technology to transform the way it operates, a fact highlighted during the lockdown period of COVID, when schools across the country struggled with the challenge of finding ways to enable home learning to take place. This slow response is largely the result of a lack of any national digital strategy, which makes our project all the more vital.

Much of the drive behind this project was the recognition that almost every pupil in our schools is a digital native, and they have grown up with the expectation that their interactions with the world will involve a digital element. It also recognises that many of the communities our schools serve are in areas with high levels of deprivation and that digital inequity is increasingly a contributing factor to this wider disadvantage model. If we are to combat disadvantage and enable our pupils to fulfil their potential, then we have to do things differently, and we have to provide them with an advantage - hence the name of the project.

Of course, not all things digital are necessarily positive.

We are extremely mindful that the use of digital technology with our pupils must be part of a well-considered strategy in order to ensure that it is enhancing the teaching and learning experience across our Trust. That it is transformative and not simply translational, and that digital devices are not used simply for the sake of using them. Hence, one of the mantras for Advantage is that 'this is NOT an iPad project'. It is a teaching and learning initiative that uses the iPad as an enabling tool to provide staff and students with opportunities that would not be possible without a 1:1 device environment.

Another important consideration, and a concern for many parents and educators, is the potentially harmful and damaging impact that the online world and excessive interaction with digital devices can have. Alongside the obvious risks to our pupils inherent within the online world, there is a growing and well-justified level of concern about the potential mental health and well-being harm that is being done through a life lived in the digital world.

The reality is that our schools provide perhaps the safest and most highly controlled environments for pupils to use digital devices. These are simply modern learning tools with no access to social media, with screen time and, more importantly, screen content being carefully managed by staff and regulated by our filtering and monitoring systems.

It is important that our young people have access to the latest technology in schools, as we have a key role to play in educating them to live as safe and responsible digital citizens in the potentially hazardous online world that exists outside of the school gates. If young people cannot learn how to recognise and manage the inherent dangers of the modern digital world in our schools, then where can they do so?



What does Advantage look like in class?

The core educational practices of teaching and learning are built upon a number of key themes wherever you are in the world, and whatever age group is involved.

These themes are:

- The teacher delivering information to students (Direct Instruction)
- Students applying this information or knowledge (Independent practice)
- The teacher guiding their learning (Feedback)
- The teacher measuring the extent to which students have understood a particular concept (Assessment)

The Advantage project has provided teachers with digital tools that have the potential to revolutionise these four key themes. Having a 1:1 device environment allows teachers and students to transform and enhance the effectiveness of each of these processes through the use of applications that have been designed and developed specifically for these tasks. The three main applications we use to achieve this transformation are Explain Everything, Showbie, and Socrative, all of which are installed on staff and pupil devices.

In addition, the iPad has a huge benefit in terms of supporting individual pupil needs, as it comes with a vast array of accessibility features built in, allowing students to overcome almost any learning barrier at the touch of a button.

Throughout this first full year of the project, we provided staff with an extensive range of training to support the project. Staff have had the opportunity to work with some of the most knowledgeable and skilled trainers from across the UK, and this in turn has enabled them to move to the very forefront of educational practice anywhere in the country, a fact that can only be good news for our schools and our pupils.

Martin Higgs
Digital Transformation Lead

Capital Investment

The Trust received £4.66m in capital funds during 2023/24. The main sources of funding were:

- Schools Condition Funding (SCA): £1.65m
- Specific Grant the Department of Education (DFE): £0.25m
- Other Grants and Donations: £0.29m
- LA Capital Grants: £2.47m

Working with the local authority, considerable improvements were delivered across the school estate including a new external social space at Helston Community College and the delivery of 4 new classrooms at Bodriggy Academy.



New classroom - Bodriggy Academy



External Social Space - Helston Community College

A substantial LED lighting improvement scheme took place across the majority of the estate allowing for improvements to both energy efficiency and the quality of lighting in our schools meeting our commitment to green practices.

Other schemes in year included boiler replacements, asbestos removal, fire compartmentation and upgrades to fire alarm systems enhancing the safety of our school communities. Looking into 2024/25 plans are in development for the refurbishment of significant items of the school estate including roof replacements, and toilet upgrades.

Chris Pickles
Director of Operations

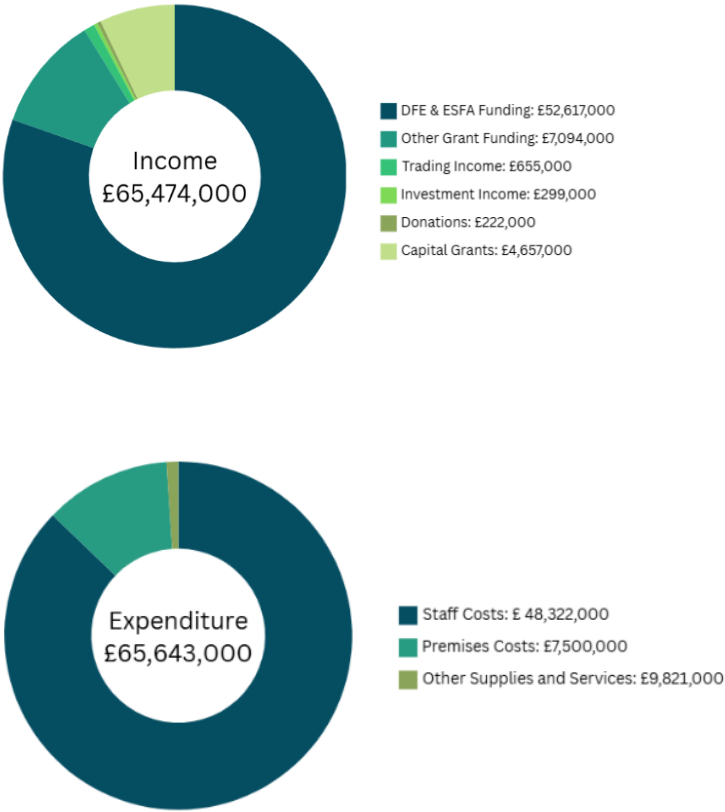
Finances & Resources

The Trust has made significant advancements in the effectiveness of its financial management processes in-year through the preparation for a new finance system and budgeting software providing deeper and more meaningful financial insights to our educational leaders than ever before. With enhanced treasury management processes, we quadrupled interest received on cash deposits and through an investment in procurement expertise we are driving increased value for money through our aggregated spending power.

The Trust continues to operate in a very challenging financial environment. Despite the recent increases in per-pupil funding, rates of inflation have meant that costs have increased more quickly than ever, resulting in real terms pressure across both revenue and capital, particularly when considered against a backdrop of increasing levels of SEN, old buildings and the economic reality of protecting Cornwall's rural schools which are so important to our communities. Our Teaching and Support Staff teams continue to do an exceptional job within the constraints we are operating within.

Income and Expenditure extracts from our annual accounts are shown in the pie charts.

Sam Davis
Chief Financial Officer



Governance

The governance team continued to support those governing with training, support, advice and a number of panel hearings dealing with exclusions, complaints and HR issues.

Over 200 individuals received training either face to face in school or through virtual meetings. A number of new Trustees and governors were appointed throughout the year.

The local governance across the Trust underwent a transformation and were renamed Local Monitoring Committees with newly defined roles and responsibilities.

The Trust are immensely grateful for the hard work of all those involved in governing the Trust.

Bex Couch
Head of Corporate Governance



HR & Professional Development

The HR team continue to support schools throughout the Trust with the management of all staff and employment-related issues. Working closely with Headteachers, Senior Leaders and Local Monitoring Committees, the team advise on a wide variety of complex HR matters and support by attending meetings, being readily available to advise on all employment topics and queries, and by attending employment panel meetings as necessary.

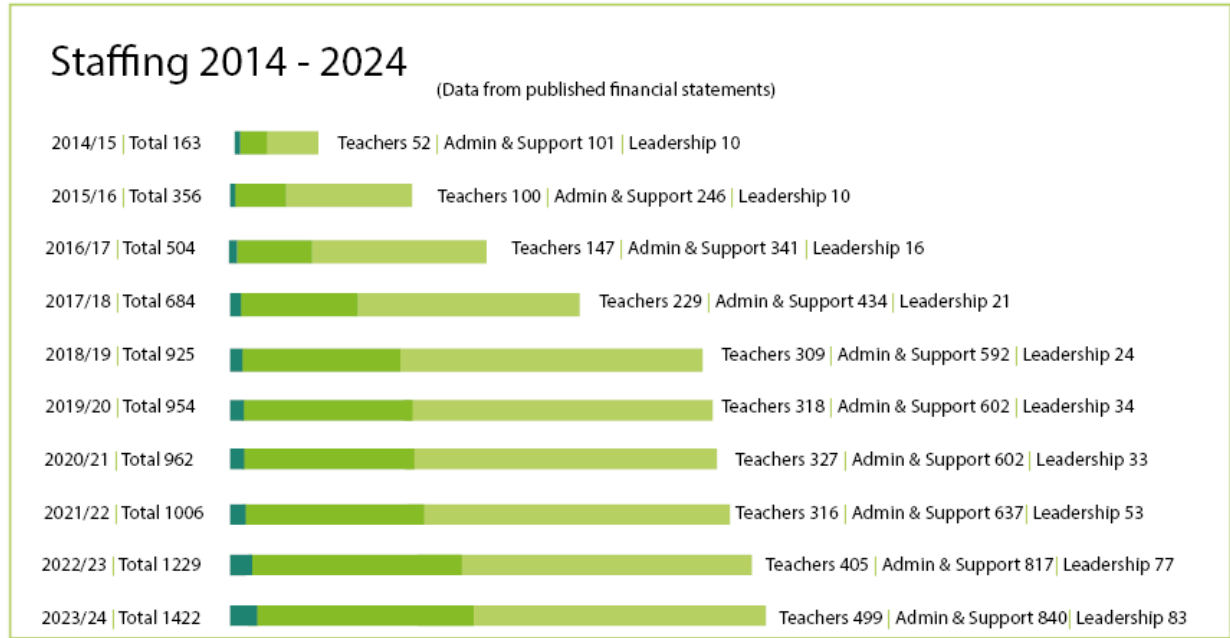
The queries are varied and include serious disciplinary issues, safeguarding matters, employment law advice, managing poor performance, staff sickness, recruitment and selection guidance and advising on wellbeing and staffing structures. Additionally, the HR team continually advise on restructuring proposals, review job descriptions, and advise on pay and contractual matters.

The newly formed Talent Team support school leaders and administrative staff with all staff recruitment activities, including writing and placing job advertisements, producing vacancy information and collating shortlisting packs. The team organise Safer Recruitment training for relevant Trust staff and advise on recruitment and selection best practice.

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. They also offer advice to schools on pay matters.

There have been ongoing development of CPD opportunities within TPAT this year for both Teaching and Support Staff. Nichola Smith (Headteacher at Alverton School) and Rob Smith (Assistant Headteacher at Mullion Secondary) are the Professional Development Leads for the Trust and have continued to build on our CPD offer for staff. They have organised courses for new teachers on adaptive teaching and behaviour management as well as developing the aspiring leaders in the trust by holding CPD on suspensions and exclusions, managing difficult conversations and preparing for senior leadership. They continue to work alongside One Cornwall on Initial Teacher Training (ITT) and Early Career Teacher (ECT) development supporting in schools where needed and are working on building a partnership with Plymouth Marjon to help build a comprehensive PD plan from ITT to Headship. This is in the early stages. As a priority for next year, we will be looking at Teaching Assistant CPD and trying an online session to gauge interest and attendance. We have also launched a level 3 SEND TA apprenticeship running with a cohort from across our schools.

Harriet Andrew
Director of People & Strategy



Wellbeing

Over the past year, the Trust has continued to prioritise and embed a culture of wellbeing across all schools, ensuring both staff and students feel supported in their personal and professional growth. We regularly review our staff wellbeing practice with Trustees to ensure that support to staff is maximised. Regular wellbeing surveys are undertaken at both Trust and school level, and the Trust ensure that staff feel valued by encouraging personal and professional growth. Flexible working arrangements are supported where appropriate to enable staff to achieve a positive work/life balance.

A key recent development has been the enrolment of some staff onto the Thrive Approach Apprenticeship, equipping them with the skills to support pupils' social, emotional, and mental health needs and further embedding relational practice in schools. The positive impact of this training will include greater confidence for staff in responding to students' emotional wellbeing, leading to more engaged, emotionally regulated and resilient learners.

Additionally, all academy schools within the Trust continue to have at least one qualified Senior Mental Health Practitioner, ensuring a consistent and strategic approach to mental health support. To complement this, the Trust Wellbeing Lead has delivered relational practice twilight training to support and embed a culture of positive relationships, restorative approaches, and emotional literacy among staff.

Schools are also beginning to benchmark their practice against the Trust's Workload and Wellbeing Charter, ensuring a proactive approach to staff wellbeing and workload management. By embedding this framework, the Trust is reinforcing its commitment to creating sustainable and healthy working environments 'growing great people'.



The Trust Wellbeing Lead participated in an event at the House of Commons where learning, practices and provision was shared through a critical conversation about the mental health crisis facing children and young people. The event was titled 'Social and Emotional Learning: The Vision for Curriculum Teaching' and the aim was to provide and gain meaningful insights that can lead to actionable recommendations, addressing a generational challenge facing our young people. The event reaffirmed the view that early intervention is critical; 'the first 5 years have everything do with how the next 80 turn out'. A privilege to be a part of this event, it was also reassuring to hear from professionals and policy makers about the need to prioritise this in our schools, very much in line with TPAT ethos and values.

Paul Baker
Wellbeing Lead



Trustees and Members

Members

C Wathern (Corporate Member) (appointed 1 September 2024)
M E Winser
P Callen (Corporate Member) (resigned 31st August 2024)
M Tucker
V Pearson
A Firth (resigned 1 April 2024)

Trustees

J Blunden CEO, Accounting Officer (resigned 1 April 2024)
J Dunn
A George (appointed 1 September 2023)
A Firth
J Green
M Tucker
C Waldie (appointed 22 November 2023)
D J Austin
A Hutchinson (appointed 26 January 2024)
S Flack (resigned 26 April 2024)
A Sim (appointed 6 February 2024)
A Bull
A Milliner
S Spry (appointed 1 September 2024)

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Truro & Penwith
Academy Trust