

Annual Report

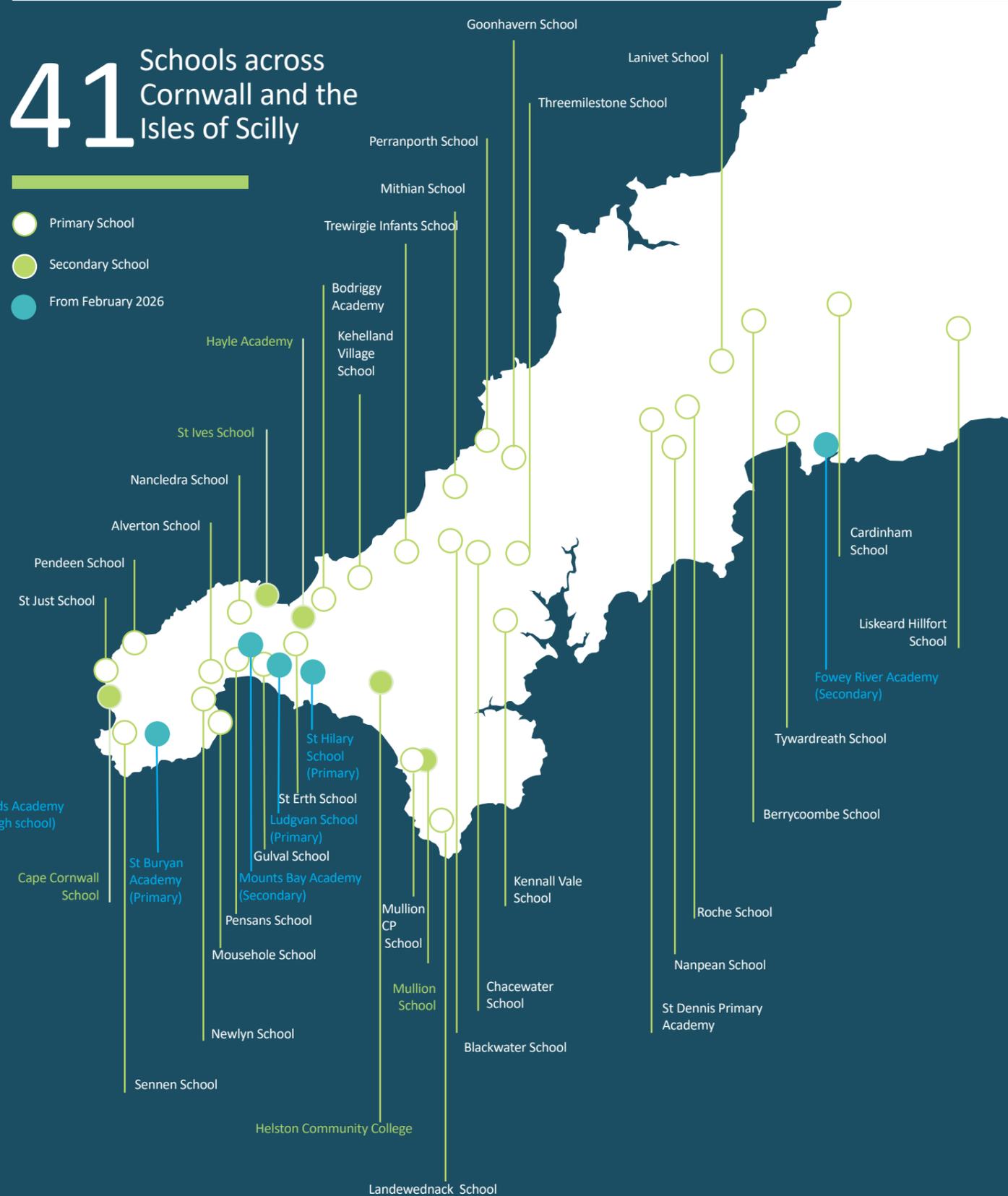
2024/2025



Our Schools

41 Schools across Cornwall and the Isles of Scilly

- Primary School
- Secondary School
- From February 2026



Welcome



Anita Firth
Chair of the Board of Trustees

I am very proud that our family of schools, the Truro and Penwith Academy Trust, has been supporting school communities in Cornwall for over ten years, having been formed in 2014 of three sponsored academies - St Ives School, Pendeen Primary School and St Dennis Primary School. We have evolved and changed, grown and developed over the past decade with a relentless focus on children, to improve the life chances of all the children and young people in our schools while embracing many communities facing the challenges of poverty and of geographical isolation.

It gives me great pleasure introducing our annual report for 2024-2025. This report celebrates our many achievements and our commitment to working collaboratively, working with communities and in partnerships to deepen and strengthen our impact to embed a culture of opportunity, of excellence and of equity through working together.

One of our initiatives is our work in collaboration with the Reach Foundation developing Cradle-to-Career partnerships around across-phase clusters of our schools on the Cornish peninsulas of Lands End and the Lizard. These partnerships are school-centred models to foster a local, relational approach to tackling community disadvantage. We know that schools are important anchors in our communities but schools must work within a network of partners including social care, health, charities and businesses to ensure our young people can succeed in life and in their communities beyond education.

This annual report celebrates our work as an employer of choice. Last year we focused on our Advantage work using technology to transform our teaching and learning, levelling up access to technology for our pupils. This work continues to go from strength to strength, and we now share the professional development model that surrounds our Advantage work. Our strategic partnerships with the Reach Foundation SW100 leadership programmes, Leading Schools South West (LSSW) and the OneCornwall Teaching School Hub has ensured our trust professional development offer is exemplary. We offer specialist apprenticeships in SEND and in-house programmes for aspiring leaders. The golden thread to our professional development is a collaborative alignment to pedagogy and our curriculum development.

As we look to a new era for our trust, growing with six schools to include the Isles of Scilly and a new partnership with the Diocese of Truro, we have shared our achievements recognised through Ofsted inspection and audit throughout the year. Our ethos for inclusion and equity is strong, and we look forward to embracing change to continue to provide the very best education for all children in our schools.

Finally, I highlight the continued contribution and commitment of Jen Blunden, our Chief Executive for the past decade who continues to lead this journey with integrity. Our trust benefits from Jen's work nationally with the CST, the Queen Street Group and the DfE and is leading the expansion of our central capacity for innovation and systemic improvement. Strategic alignment has been enabled through the growth of our family of schools, enhancing our potential for continued excellence in education.

Please do enjoy finding out more about our achievements this year.

Anita Firth

Chair of the Board of Trustees for Truro and Penwith Academy Trust



What did we want to achieve in 2024-25?

Ofsted provided external quality assurance of our practice and achievements throughout the year, visiting six of our schools across the trust.

Priority One: To demonstrate ambitious expectations to improve attainment for all, especially our most vulnerable and disadvantaged pupils

We received a letter from the Secretary of State for Education...

Due to the excellence in outcomes for four of our schools, 'Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at your school achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.'

Our published primary performance at key stage 2 exceeded the national average in pupils meeting the expected standard in reading, writing and maths. In secondary phase, performance was broadly in line with national averages with published trust progress considered 'average'.



"64% Trust attainment compared to 62% National average"

Our pupils achieved better than national in the early years, with 73% achieving a Good Level of Development compared to 68% nationally and in the year 1 Phonics assessment, 84% of our pupils achieved compared to 80% nationally. Our pupils are set up to have a great start in their education.

Priority Two: To align our approach to pedagogy and our secondary curriculum across all schools embedding our transformative Advantage programme

The appointment of Assistant Directors of Education in Curriculum, Pedagogy, Assessment and Data has been pivotal to the acceleration of this programme of collaboration and increased alignment. Our TPAT Secondary Connect Curriculum launched in September 2025 and work has commenced on our TPAT Primary Connect Curriculum for development during 2025-26.

Alignment of assessment at Key Stage 4 has been implemented with standardised tests and mock examinations. Quality assurance and benchmarking has been facilitated across secondary and primary phases.

Our trust wide collaborative approach to how we teach, our pedagogy, has strengthened during 2024-25 with the continued roll out of WalkThrus and our trust CPD reflected the aligned and collaborative strategy through INSET, school-level professional development and school improvement support. The ground-breaking Advantage programme is becoming embedded throughout our schools and is monitored through our use of Step Lab, our coaching software which aligns to our 'small step' positive support coaching ethos.



Priority Three: To ensure our schools are places where pupils are proud to belong and attend regularly

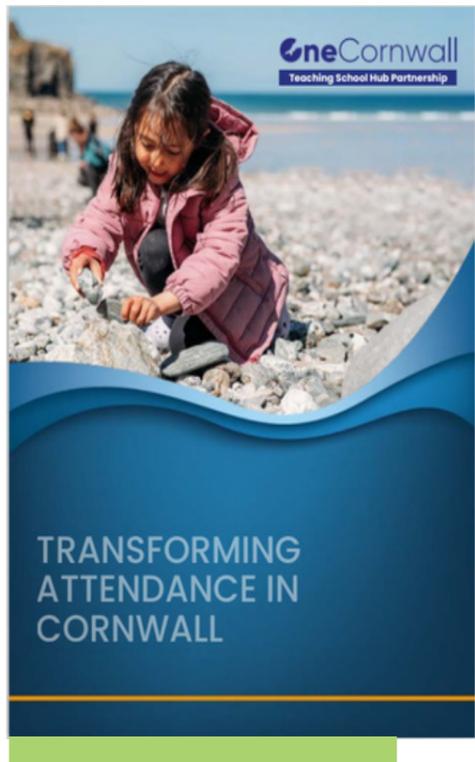
Attendance has been a key priority for all schools in 2024-25 and at trust level, primary attendance is in line or slightly above national expectations. Reporting to the Board has demonstrated the tenacious efforts put into implementing our tiered approach to attendance and our strategy has been used for exemplification locally and regionally at attendance conferences and features in the Transforming Attendance in Cornwall toolkit published in September 2024.

Nancladra School was inspected in September 2024 stating:

“The school has improved the rate of pupils’ attendance. Until very recently, pupils’ attendance had remained stubbornly low. The school rightly changed its approach to challenging poor attendance, as well as the way it works with families to remove barriers. As a result, attendance is improving.”

Attendance in secondary phase is improving but remains slightly below national average attendance. Significant progress has been made and reported to the Board with the tiered approach being proven effective in secondary phase.

Our Trust Education Welfare Officers as managed by our Trust Attendance and Inclusion Lead and operate across our schools in the county. Additional EWO capacity has been recruited to support the growth with LEAP schools during 2025-26.



Priority Four: To embed our 8 Collaborations across all schools

Our Collaborations is core to our strategic priority to improve standards for all pupils. Our collaborations represent our work to bring teachers, leaders and support teams together to co-construct high quality policy and practice for implementation across our family of schools.

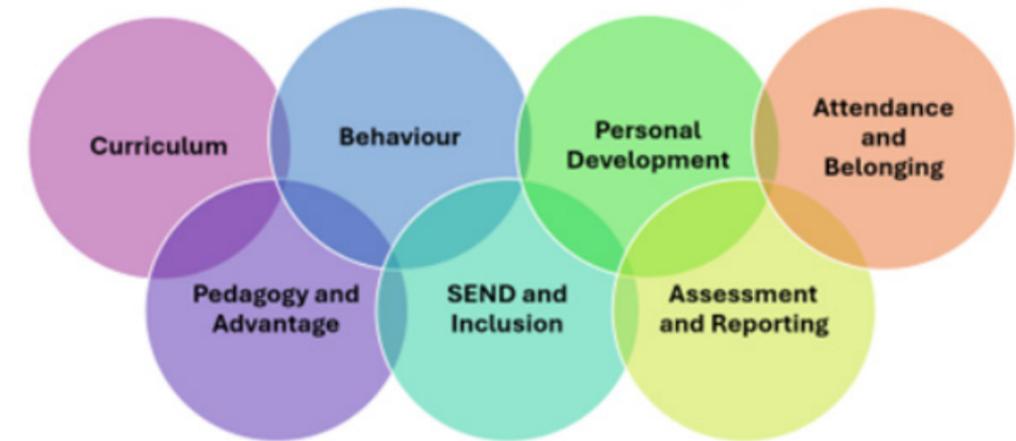
They are interdependent and benefit one another, with for example our approach to pedagogy and Advantage, our transforming teaching through technology strategy links intrinsically to how we support SEND and inclusion in our mainstream and ARB settings, and how our behaviour management fits with our expectations for clear routines in classroom management and welcoming, direct instruction, assessment and feedback.

Our work on Attendance and Belonging has benefited from our commitment to working within a place-based community focused initiative in partnership with the Reach Foundation. The Cradle to Career partnerships we have established in three localities across Cornwall working with our school teams and neighbouring schools outside of our trust.

During 2024-25 we appointed James Woodward as our Director of Inclusion and this has revolutionised support and practice across our trust for inclusive education. This support brings together our work to support SEND, behaviour, attendance and safeguarding which is key to our mission to improve the life chances for all, particularly through the lens of our most vulnerable.



Our collaborations: Stronger together



Improving life chances for all



Priority Five: To implement our alignment of services in Operations and People

The hybrid resource allocation model was adopted for 2024-25 and implementation commenced with trust-wide estates, compliance and IT teams deployed across our family of schools. The model will be extending to administrative teams in 2025-26 following detailed work to co-construct a toolkit for administration in primary and secondary schools for alignment of practice and improved resilience in our schools, especially our smaller more remote schools. Considerable benefits are anticipated from the move to trust-wide operating through improvements in quality, consistency and efficiency across the trust.



“ 545 pupils celebrated at the Hall for Cornwall in our Trust Musical Showcase ”



“Our key priority is equity across the organisation”

Conclusion

We are very proud of the giant steps we have taken as a successful family of schools throughout 2024-25 to improve standards through greater collaboration and alignment of policy and practice to enable equity in education. Our outstanding musical showcase in the summer provided the pinnacle of our trust celebration of creativity, belonging and our mission to improve life chances for all with 23 schools represented at the Hall for Cornwall ranging from 5 to 18 years. A really true showcase of what our trust can achieve!

*Dr Jennifer Blunden OBE
Chief Executive*



Education: Outcomes 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 KS2. Considerable focus had been put in supporting our outcomes in writing and work with leaders and Year 6 teachers in understanding writing moderation.

Primary outcomes (including all schools)

Subject	National 25	TPAT 25	Difference
Reading	75%	74%	-1%
Writing	72%	77%	+5%
Maths	74%	74%	In line
RWM	62%	63%	+1%
Phonics	80%	84.2%	+4.2%
MTC average score	21	21.2	+0.2%
MTC % scoring 25/25	37	43.6	+6.6%

Secondary Outcomes at Key Stage 4 (Including all schools)

	Basics 5+	FSME6 Basics 5+	Attainment 8	FSME6 Attainment 8
2024	33	16	42	33
2025	42	23	43	33
National 2025	45	25	46	35

Secondary attainment (Basics 5+) improved significantly in 2025 with outcomes for all key benchmarks now close to national average. The improvement for all pupils was matched by significant improvement in outcomes for disadvantaged pupils.

Secondary Outcomes at Key Stage 5

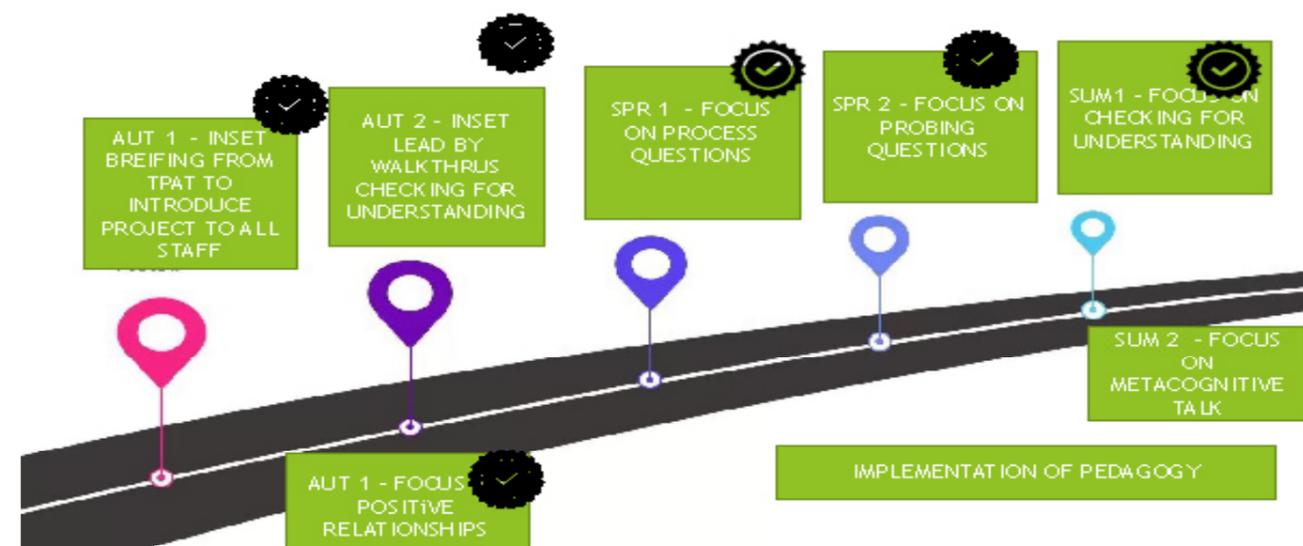
Students in Helston Community College's Sixth Form continue to make strong progress and achieve very positive outcomes in academic, vocational and technical qualifications.

	Progress	Average Grade	Average Points
2025	0.17	C+	33
National 2025		B-	36

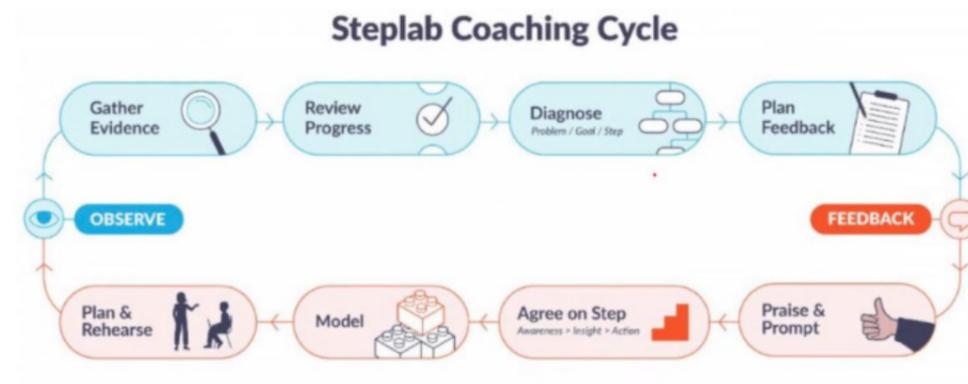
Outcomes for students studying Technical Awards were particularly strong. The average grade was Distinction+ and Average Points were 38 against a National average of Merit+ and 29 Points.

The Trust saw a further series of positive OFSTED inspections during the year with 6 visits. This included Threemilestone school gaining an "outstanding" judgement in Personal Development and Mullion Primary School improving its grading from Requires Improvement to good in all areas. This was a wonderful achievement for the school only two years after it joined the Trust.

There was a continued drive on pedagogy through the last year. Our primary schools undertook a focused journey on the first of the chosen Walkthrus. This was supported by an INSET day lead by Walkthrus.



In secondary, all TPAT schools have adopted 'instructional coaching' which is supported by a team of trained coaches, and our coaching and feedback platform, Steplab.



Our ambitious Connect curriculum is being developed through the combined capacity of all TPAT secondary schools. Connect will be available for all Year 7 lessons from September 2025, with phased implementation planned for Year 8 and Year 9 from September 2026. Once the outcomes of the Curriculum Review are confirmed, Connect will extend into Year 10 and Year 11 with the timing coordinated with the availability of revised qualifications.

Connect is a foundation of secondary school improvement. Through Connect, we are able to ensure that all pupils, in every TPAT secondary school, access a high quality, carefully sequenced and ambitious curriculum.

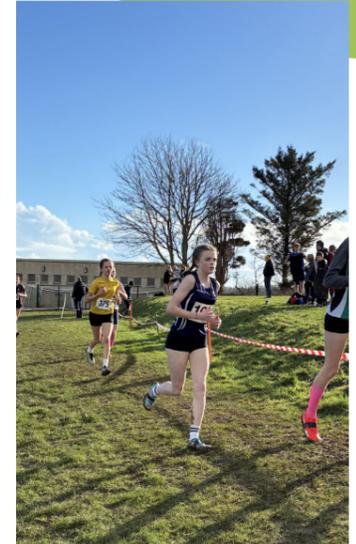


A significant piece of work in education over the past year was built around Inclusion. The appointment of our Director of Inclusion James Woodward led us to undertaking key work in this area. This included embedding our relational approach to behaviour working closely on the principles of the “Thrive” approach as well as supporting the work Paul Dix. Continued focus was also centred on our attendance strategy.

Enrichment was central to our work again this year. Pupils again took part in our second fantastic music extravaganza at the Hall for Cornwall. Our Year 3 and 4 sports festival expanded into two venues.

*Chris Gould
Deputy CEO*

*Jan Woodhouse
Director of Education (Secondary)*



Secondary Education

In this section, we celebrate the achievements of our focused work within Secondary School settings during the year...



Connect Curriculum at Hayle Academy: Curriculum, Equity and Ethical Leadership Across the Trust

From a Head's perspective, one of the most powerful aspects of Connect is that it creates equity of opportunity across the Trust. At Hayle Academy, the impact will be felt directly by our 630 students - but the true influence stretches far wider, shaping the experience of over 1,000 children in each year group across our five (soon to be eight) secondary schools. Connect ensures that every child, regardless of postcode or background, has access to a rich, well-designed curriculum built on shared principles and expert collaboration. One that each and every child deserves.

This strongly aligns with the work of Professor Lee Elliot Major, whose research reminds us that tackling educational inequality requires system-level coherence, not isolated classroom heroics. Ethical leadership, in this context, means designing structures that support both children and staff - ensuring we are not relying on chance, individual capacity or the luck of a particular timetable.



When I first began teaching English 25 years ago, in a large 11–18 city school of almost 2,000 students, there was no curriculum. You were simply thrown in at the deep end. I remember vividly the pressure of designing units, resourcing lessons, and trying to work out “what comes next”. It was inefficient, inequitable and left too much to chance. That is emphatically not what we want for our children or our colleagues today.

Connect represents the opposite. It allows us to invest deeply in curriculum design so that teachers can focus on adapting for their learners, refining their practice, and contributing to continuous improvement - rather than building everything from scratch. This is especially transformative for single subject teachers or those new to the profession, who now feel part of a wider team shaping powerful disciplinary learning.

The CEO of the White Horse Federation, Dr. Dan Nicholls, often reminds us that curriculum is “the best bet for children from under-resourced backgrounds” - the most reliable (and to me the most powerful) lever for closing the disadvantage gap. Through Connect, TPAT secondary schools are working collectively to ensure that this lever is rigorous, ambitious and anchored in research. We are outward-looking by design, and it is the collaboration between partner schools that has brought the richest discussions, the deepest thinking and the highest aspirations for all of our learners.

In the earliest discussions between Secondary Heads across the Trust, it became clear that if Connect was to embody genuine equity, then it had to be created by us - by the colleagues who know our children, our communities and our contexts best. I was a strong advocate for resisting the perhaps ‘easy’ option of outsourcing curriculum writing to external consultants with no lived relationship with our schools. Instead, we placed trust in our own professionals.





This conviction was powerfully affirmed through the Science pilot, which set the tone for what Connect could truly become. The Science teams across the Trust seized the opportunity with professionalism - drawing on deep expertise across Biology, Chemistry and Physics to design a coherent, conceptually rich curriculum. Their collaboration, intellectual generosity and willingness to think beyond individual schools provided a blueprint for how subject communities can work at scale without losing nuance or disciplinary integrity. The learning from this pilot has been instrumental in shaping Connect's wider approach and demonstrated what is possible when colleagues lead the work.

Of course, the journey has not been without its challenges. We have navigated differences in curriculum time across schools, variations in local contexts and the practicalities of securing sufficient time for subject networks to make meaningful progress. Rather than allowing these complexities to stall momentum, colleagues have consistently approached them with innovation and determination: refining models, adjusting sequencing and designing practical solutions that preserve equity while respecting the uniqueness of each school. These moments of collective problem solving have strengthened Connect, not weakened it, revealing the genuine depth of our shared commitment.



We have now reached a point where ongoing quality assurance is embedded through our expert groups, ensuring that every subject benefits from genuine professional scrutiny. These groups highlight strengths and offer thoughtful, constructive feedback - always with the shared moral purpose of making the curriculum the best it can be for all secondary aged children across the Trust. In my role, it has been particularly valuable to be part of the expert group for English and to see Connect meetings first-hand. Experiencing this work up close - listening to discussions, watching colleagues refine detail with care - has reinforced the sense that Connect belongs to all of us. It is not something that happens "elsewhere"; it is lived, shaped and strengthened collectively.

The result is evolutionary. I have been profoundly impressed by the team here at Hayle Academy: their generosity in sharing expertise, their willingness to collaborate openly and their leadership in shaping a curriculum built with care, intellectual rigour and deep moral purpose for the benefit of our students - and all students.

Connect is more than a framework; it is an ethical commitment to give every child - across every TPAT secondary school - the knowledge, challenge and opportunity they deserve.

*Melissa Lock,
Headteacher - Hayle Academy*



Impact of Embedding Walkthrus and Signal, Pause, Insist at Mullion Secondary School

During 2024/25, Mullion Secondary has embedded the Walkthru approach (Tom Sherrington) as a core element of our teaching and learning development, with a particular focus on strengthening classroom routines and consistency through Signal, Pause, Insist. Our agreed signal – 3, 2, 1, focus – has become a shared and recognisable feature across the school, supporting calm, purposeful transitions and reinforcing high expectations for attention and behaviour.

Our progress through the Walkthrus has been deliberately adapted across the year and delivered through three clear umbrella clusters: behaviour, modelling and checking for understanding. This has supported clarity and consistency of implementation at classroom level, ensuring staff share a common pedagogical language and set of expectations.

Within the behaviour cluster, Signal, Pause, Insist has been a sustained and explicit focus and is now well embedded across Mullion Secondary. Staff consistently use the agreed signal to secure attention, pause to allow all pupils to respond, and insist calmly and predictably for readiness to learn. This has reduced variation between classrooms and supported a more consistent experience for pupils, particularly at moments of transition or reset. The insist element has been particularly powerful, reinforcing that routines matter and that expectations apply to all pupils, all of the time.

Signal, Pause, Insist has been applied with increasing confidence and consistency across the year, contributing to calmer classrooms, reduced low-level disruption and improved readiness to learn. Alongside consistent meet and greet routines, this has helped establish a predictable and purposeful learning climate for both staff and pupils.

While several Walkthrus have been revisited and deeply embedded, those introduced later in the year will require further reinforcement. All Walkthrus will be revisited in 2025/26 to ensure sustained implementation, alongside the introduction of additional strategies to further strengthen teaching and learning across the school.

*Michelle Dunleavy,
Headteacher - Mullion School*



Raising the Bar at Helston Community College

After a challenging set of GCSE outcomes in 2024, Helston Community College bounced back securing a significant uplift in their results in 2025, most notably in English and Maths, achieving the school's highest performance since the change in GCSE gradings. This was acknowledged nationally with the school being recognised as the 11th most improved school in the country.

Adaptations to the maths curriculum, a change in exam board, training provided by a senior English GCSE examiner and some clever use of curriculum time ensured students were primed ready for their exams. Daily maths and English exam practice for Year 11 students using the school's specialist English and maths staff was introduced and the school day was extended in the three months leading up to the exams to provide additional targeted revision for all students in the year group. Exam briefings and exam breakfasts enabled all students to be fully focussed on each of their exam days.



Across the whole school, the repeated message in assemblies, staff meetings and through lessons was to 'raise the bar' – demanding more from the students, challenging them to dream bigger and to work smarter. This included a more formalised approach to assessments from Year 7 upwards, with students and parents being provided with the resources and guidance they needed to prepare independently, all in one place. Parent Information Evenings for every year group spelt out our drive for excellence and the importance and benefits of taking assessments seriously.

The drive for excellence continues this year, with a continuation of the successful strategies that worked for our record-breaking 2025 cohort and a further push to raise the bar even higher.

*Alex Lingard,
Headteacher - Helston Community College*



Primary Education

In this section, we celebrate the achievements of our focused work within Primary School settings during the year...

The Beating Heart of Newlyn School's Strategy for Disadvantaged Pupils

Newlyn School has developed a strong track record of raising standards for disadvantaged children through an equitable approach grounded in the school vision: We Belong, We Believe and We can Become. This vision drives every aspect of provision, ensuring that every child, regardless of background, need, previous life experience or circumstance, is given the opportunity to thrive.

A cornerstone of this success is the school's rigorous and robust assessment system, which enables leaders and staff to maintain a granular understanding of each child- academically, socially and emotionally. Staff work with deep awareness of each child's holistic world, ensuring that provision reflects the full breadth of their experiences, strengths and needs. Early identification of barriers to learning, combined with a rapid response to any plateau in attainment, ensures that support is timely, targeted and effective.

The school operates a clear keep up, not catch up rationale: children are not allowed to fall behind. High quality, timely interventions are used proactively to raise standards quickly and embed the foundational learning skills essential for future progress, strengthening memory, retention and retrieval over time. Every decision made is intentional, cohesively laying foundations for future aspirational outcomes to be achieved.

Regular, proactive discussions focus on each child's strengths and the strategies required to make learning consistently accessible, challenging and engaging. Staff at Newlyn School are brave and creative in designing learning journeys, particularly for those with SEND or requiring additional support. There is a firm belief that everyone can, and therefore everyone must have access to high quality learning opportunities. This ethos ensures that adaptations, interventions and curriculum pathways are built around possibility and ambition rather than limitation.



	Previous years attainment								National
	2021/2022		2022/2023		2023/2024		2024/2025		
	All	Dis	All	Dis	All	Dis	All	Dis	
Reading	72.7%		70.8%	80%	80%	83%	80%	87%	63%
Writing	72.7%		70.8%	80%	76.2%	75%	91%	87%	59%
Maths	63.6%		66.7%	70%	80%	80%	84%	87%	61%
Combined	59.1%		62.5%		75%		78%		
National			59%		61%		62%		

Data over time at Newlyn

Newlyn School works fiercely to champion the voices of disadvantaged pupils, ensuring they are heard, valued and central to decision making. Staff work collaboratively with a wide range of multi agency professionals to promote excellence in outcomes and offer targeted support. Crucially, we refuse to assume barriers for non attainment, and challenge any risk of unconscious bias, therefore maintaining relentlessly high expectations for every learner.

The school's enriched curriculum is central to sustaining improved outcomes for disadvantaged pupils. Carefully planned opportunities extend beyond the classroom walls, offering inspiring experiences that broaden horizons and deepen understanding. Alongside this, an enhanced personal development offer, including a wide range of extra curricular clubs, supports the development of essential life skills, confidence and personal growth.

The impact of this work has been recognised beyond the school. National government bodies have acknowledged Newlyn School's success in improving outcomes for disadvantaged learners, highlighting the sustained progress and consistently strong practice evident across the school.

High aspirations underpin all aspects of provision: from academic outcomes and small step progress to attendance, behaviour and engagement interweaving the strong vision for positive community partnerships. Clear expectations and consistent support create an environment where focused, progressive learning can flourish. This holistic, ambitious approach ensures that disadvantaged pupils are not only supported but empowered to belong, to believe in themselves, and ultimately to become successful, confident learners prepared for their next stage.

*Lauren Connolly,
Headteacher - Newlyn School*

Mullion Primary: The journey moving from Requires Improvement to Good

I had the privilege of taking on the headship of Mullion Primary in September 2023, shortly after the school had recently transferred across to TPAT. I was really excited by the opportunity to make this school thrive following a challenging period of change.

In September 2023, we launched into a rapid programme of school improvement in all areas, from curriculum design to behaviour and attitudes. This was made possible by the highly experienced and effective staff who were, and remain determined to improve outcomes for all children in our care.

Our first success was the result of a key focus on a relational approach to behaviour in the school. A new behaviour and relational policy was implemented on day one, and with all staff buying in, we were able to have swift impact on not only the behaviour for learning, but also the feel and culture of the wider school. This was not without challenge, and as the HMI who inspected us 12 weeks into our journey, December 2023, said, 'you will have to keep the pedal to the floor' to keep this positive change going, in the direction we wanted.

We were delighted with the outcome of the December inspection in 2023 where our hard work and commitment to moving the school was acknowledged early on in our journey to improve the school. Whilst remaining RI overall, we were proud to be assessed as Good in EYFS, Personal Development and Behaviour & Attitudes. This reflected our early focus on relationships, pupil experience and building strong foundations for our pupils.

The next phase of our journey was focusing strongly on the experience of our children with SEND and the broader curriculum. Reviewing SEND systems and practice was vital in creating strong foundations to further our ambition for whole school improvement. Clear systems strengthen SEND provision, including early identification and putting the right support in the right place for our pupils. The building of positive relationships with both family members and external services were vital at this stage.

Our curriculum journey has been rapid and rigorous. Mullion has a highly skilled team of staff, knowledgeable within their subject field, were given time to deeply evaluate and move forward their subject areas. Over the course of the first year and a half, the whole curriculum was reviewed and redesigned. Our curriculum design and implementation was, and continues to be highly intentional and with a strong Mullion identity.

Following a monitoring visit from Ofsted in April 2025, the team were acknowledged for our rapid journey of school improvement, which led to an earlier than expected graded inspection in June 2025. At this inspection, we were delighted to receive all Good judgement in all areas, and the subsequently, strong validation for all the hard work put in by all members of the school staff.

What continues to matter to us is the positive impact our collaborative hard work is continuing to have on our school community. As a result of our journey, we have very strong foundations to continue building on. Where once we were in a position of receiving a lot of support from the wider trust, we are now proud to be in a position where we can offer that support and expertise back.

*Rob Chirgwin,
Headteacher - Mullion Primary School*



Threemilestone School Achieve Outstanding in Personal Development

Like in many of our schools, the staff at Threemilestone School firmly believe that Personal Development sits at the centre of all we do - at the heart of our curriculum, at the heart of our ethos, and at the heart of the values that shape every decision we make. The 'Outstanding' outcome reflects years of deliberate, thoughtful work by the whole school community, and, most importantly, a shared belief that personal development is not an add-on, but crucial in every aspect of the school life.

Our school vision "Be part of something" encapsulates our core purpose: to make every child feel seen, to make every child feel valued, and to give every child the chance to shine. This vision is woven through daily practice, ensuring that children experience belonging, opportunity, and recognition throughout their learning journey.

The first step in our journey toward outstanding practice was gaining absolute clarity about what Personal Development truly means for our children and our context. We broke it down into clear, purposeful strands: PSHE / RSHE, Wider opportunities, Citizenship, British Values, SMSC, Character education, Equal opportunities, Inclusion and diversity, Physical health and Mental wellbeing. Understanding what each of these areas looks like in daily practice, not just in policy, was integral in moving forward.

Our work focused on ensuring that Personal Development was not something that "just happened," but something intentional, explicit, and coherent. These strands were embedded across the reading spine, assemblies, community events, parental engagement, the wider curriculum, behaviour systems and expectations. Most importantly, we ensured that everything happening; every opportunity and every experience was explicitly linked to our Personal Development aims. Nothing was left to chance.



We were determined that PSHE should not be a "woolly" subject. In line with our approach in all curriculum areas, we identified key knowledge, key vocabulary, and clear learning intentions for every PSHE lesson. To design a curriculum that truly met the needs of our children, we blended elements of Lifewise with selected units from the PSHE Association, ensuring that the curriculum was carefully planned, knowledge-rich, intentional, and flexible enough to respond to the needs of our community. Retrieval practice became a core feature, ensuring that learning was remembered, understood, and applied.

Tracking the engagement of all children, including disadvantaged pupils, has always been a priority. However, our work went further than monitoring. We actively sought to remove barriers to participation by engaging parents when children were not attending clubs or residential, supporting families with multiple siblings, addressing transport challenges and proactively prioritising pupils for opportunities. This was a whole-school commitment, involving teaching staff, support staff, and office staff working together to ensure equity of access.

Our 'Outstanding' judgement for Personal Development reflects an offer that is intentional, practice that is deeply embedded, and provision that is delivered with clarity and precision. It is recognition of a school where children's character, wellbeing, and sense of belonging are valued as highly as their academic progress.

We remain incredibly proud of this achievement. At the same time, we continue to reflect, refine, and strengthen our Personal Development offer so that every child at Threemilestone School continues to flourish

*Suzannah Teagle,
Headteacher - Threemilestone School*

Collaboration

Cradle 2 Career Partnerships

Building Coherent Communities: A Cradle to Career Partnership Across Penwith and the Lizard on life skills.

During 2024–2025, our group of schools continued to strengthen its collaboration through the Reach Foundation’s national Cradle to Career (C2C) Partnership, a network designed to help schools build place-based systems of support that follow children from their earliest years through to adulthood. The programme emphasises coherence, shared responsibility and strong relationships between local partners, recognising that children’s lives are shaped not only by their own effort but by the systems that surround them.

Throughout the year, six school leaders travelled together to London for three national C2C conferences, using these events to deepen shared learning, develop common tools and ensure that our local work is aligned with the strongest national practice.



Staff across the partnership have engaged in professional development informed by the Cradle to Career Leadership materials, focusing on relational leadership, continuity of experience and long-term, community-aligned improvement. Leaders have used tools from national conference days to explore joint literacy interventions, co-designed transition materials and create shared experiences in reading projects and cross-phase curriculum work. can achieve.

Michelle Dunleavy (Mullion Secondary School), Louise Jones (Landewednack School) and Rob Chirgwin (Mullion Primary School) - developed a more collaborative approach to early support, transition and educational engagement, with a particular focus on educational coherence across phases. As Louise reflects, “As the headteacher of a very small school in a remote part of Cornwall, opportunities to work closely with colleagues from other settings have been invaluable. Regular collaboration with fellow headteachers has enabled the sharing of effective strategies, greater consistency of approach, and increased opportunities for both pupils and staff.”



Rob highlights the practical impact of this work at Mullion Primary: “Mullion Primary School is seeing real impact through strengthened collaboration with Mullion Secondary School and deeper connections across our community,” Michelle adds: “By taking time to understand our families and local context, we have opened our doors to partners who can make a meaningful difference to children’s lives.” This collaboration has been recognised more widely, with the Cornwall Chamber of Commerce inviting the Mullion Primary School to contribute to a podcast showcasing effective community–school partnerships. Rob concluded, “The community-mapping work with Mullion Secondary School has also led to the formation of the Mullion Community Group, bringing key village representatives together to improve outcomes for children through shared action.”

Alongside the Lizard, the second TPAT Cradle 2 Career partnership in Penwith - Jonathan Hall (Cape Cornwall School), Emma Tindall (Sennen School) and Chris Summerfield (Pendeen School) - is developing parallel work centred on community coherence and deeper connections with the networks that support children and families. Jonathan describes the impact clearly: “Cradle to Career has caused us to fundamentally rethink children’s journeys through education in St Just and our wider catchment. The three strands of the project - data, asset mapping and listening - gave us a framework to gather a rich sense of our communities and our children’s lives.”

Emma’s reflections from Sennen highlight the same emerging picture of need and opportunity. “The Cradle to Career project has been both exciting and eye-opening for Sennen School. As we explored the core issues in more depth, it became clear how limited the opportunities and resources are for many of our children and families. Through conversations with the local community, we gained a deeper understanding of the barriers they face when trying to access essential services such as midwives and health visitors.”

Chris’s experience at Pendeen echoes this shift in practice. “Here at Pendeen, community is everything to us. As a small, rural school, we strive to offer the very best to our wider school family - from local services and events to bringing families together and sharing expertise. C2C has been transformational in our approach to daily life in school.”

The Reach Foundation’s research highlights that too many communities experience fragmented systems where families move between services that do not always connect. Their work shows that lasting improvement comes when schools, communities, health and care partners align around a shared purpose and create coherent, consistent support over time.



Jonathan notes that this shift is already reshaping practice across Penwith: “We now have a strong sense of what our communities give our children and their families”. Emma highlights the same collaborative momentum: “The relationships developed with other schools through this collaboration have already been incredibly beneficial. We are working together to improve opportunities for children and to support smoother transitions into secondary education.”

Jonathan shares similar developments in Penwith: “The project has had a powerful impact on our curriculum work, enabling us to begin moving towards a more coherent offer. The Penwith partnership has also focused on strengthening family and community relationships, drawing on Reach resources such as Building Strong Family Relationships and Understanding Community to inform events, communication and partnership work. These efforts mirror the work on the Lizard, where engagement is growing rapidly. Louise describes the impact: “Parental engagement has increased significantly, rising from 79% to 92%.”

Chris reinforces the importance of this work in communities facing significant disadvantage. “Never has it been more important to reach out and prove to our children and families that they deserve the best, regardless of their start in life. The IDACI 2025 data suggests that 40% of our children sit within the top 20% of deprivation in the UK.”



Emma’s reflections deepen this picture: “On a personal level, the Cradle to Career project has encouraged me to reflect deeply on the needs of our children and families, and on the ways in which our school can provide meaningful support.” Jonathan’s team has taken a similar approach, shaped by the geographical isolation of their schools. “Our Listening Campaign allowed us to better understand our local families and make connections with local services. This is now coming to fruition in our new ‘Just Beginnings’, where local families can access services in school.”

Together, the work completed so far is creating the foundations of a joined-up local ecosystem of support - one that is already enriching the lives of children, families and communities across our coastal region.

*Michelle Dunleavy,
Headteacher - Mullion School*

Sharing Leadership Practice

Deputies visting Learning Academies Trust

Truro and Penwith Academy Trust remains committed to developing strong, reflective and forward-thinking leaders at every level. The Trust’s vision is built on the principle that effective leadership grows through continuous learning, collaboration and a shared moral purpose. Professional development is therefore embedded in all aspects of the Trust’s work, ensuring colleagues are equipped with the knowledge, skills and insight required to lead with confidence, clarity and ambition.

As part of this commitment, assistant and deputy headteachers visited two schools in Plymouth, Mayflower Academy and Prince Rock Academy. Leaders from both schools demonstrated how incremental improvement, consistent routines and deliberate practice form the foundation of sustained school development. This emphasis on precision and intentionality prompted significant reflection among TPAT leaders; many commented on how the visit encouraged them to consider the minutiae of their own practice and how these small, purposeful actions shape the wider strategic direction of a school.

The opportunity to observe such clear alignment between vision, ethos and daily practice enabled colleagues to reflect on the importance of stepping outside familiar patterns and embracing challenge in order to grow as leaders. Discussions focused on the need to maintain high aspirations, to think boldly about what could be and to pursue improvement with purpose and resilience. The visit reinforced the belief that effective leadership develops when individuals are willing to question, refine and re-envision their work in the service of pupils.

Ultimately, this professional experience further strengthens TPAT’s established model of continuing professional development, which is rooted in collaboration, high expectations and the pursuit of excellence for all learners. By engaging with the effective practice seen within the Learning Academies Trust, TPAT leaders gained new perspectives that will inform strategic decision-making, support innovation and enhance the ongoing development of staff across our schools.

*Matt Yates,
Assistant Headteacher - Gulval school*



Creative Collaboratives

Penryn partnership - Kennall Vale School

The Creativity Collaboratives Project is a partnership initiative bringing together schools to strengthen creative thinking, pupil agency and innovative pedagogy. Through shared inquiry, coaching and Action Research, colleagues work collaboratively to explore how creativity can meaningfully enhance teaching, leadership and learning across our settings.

After Year 1 focused on Questioning, Challenging and Exploring, and Year 2 on Building and Testing to strengthen leadership and practice, Year 3 centred on Embedding and Growing — ensuring that creative approaches became rooted, sustainable and impactful.

Thirteen colleagues across the Penryn Partnership were inspired to participate in Action Research.

Across our Learning Community, each Action Research coach explored their own research question, linked to our emerging shared language around creative skills and pedagogy.

At Kennall Vale School, our research question was:

‘How might collaborative “learning friends” empower children to take empowered action in their learning?’

This inquiry explored how structured peer collaboration could strengthen pupil voice, deepen reflection and increase children’s confidence to make purposeful decisions about their own learning journey.



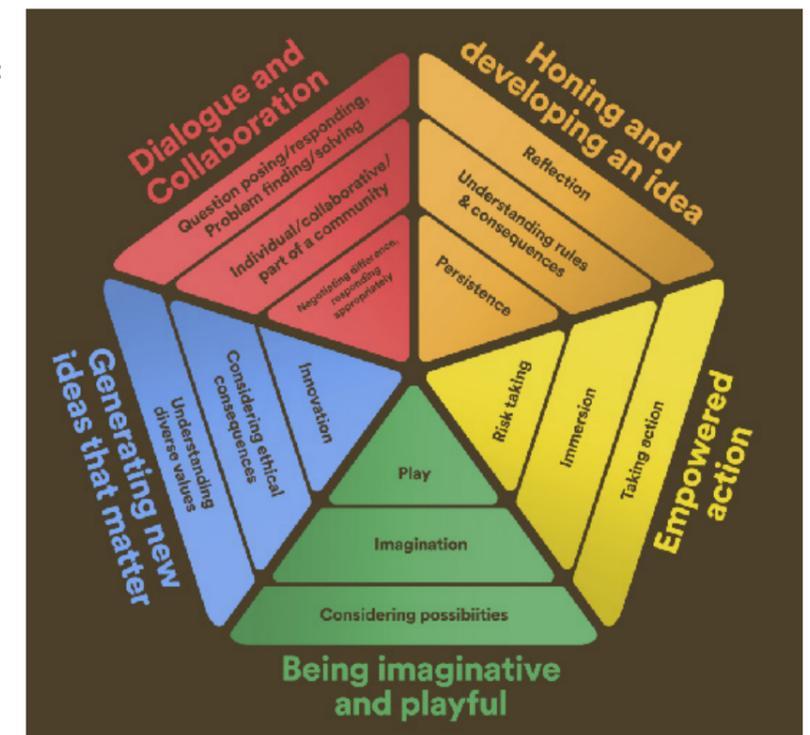
Creative Curriculum



Dialogue and Collaboration Matters:

- Builds speaking and listening skills
- Supports problem-solving
- Grows confidence and respect
- Encourages empathy
- Inspires ideas from others
- Prepares children for the future

Tamsin Cocks,
Headteacher - Kennall Vale School



Secondary Study Tour

On 24 June 2025, Headteachers and senior leaders from across our Trust secondary academies took part in a study tour to St James School in Exeter. St James is part of the Ted Wragg Trust, a values-driven organisation committed to social justice, collective responsibility, and strengthening communities. The school is also a designated Behaviour Hub, working with the national programme designed to support schools in developing clear, consistent and relational behaviour cultures.

The visit was structured to provide both an in-depth understanding of St James' approaches and meaningful opportunities for professional reflection. Leaders were welcomed with a student-led tour, offering authentic insight into the lived experience of young people and the impact of the school's culture. This was followed by focused reviews of three key areas: alternative provision and its outcomes, mentoring processes for disadvantaged students, and whole-school routines and expectations explored through learning walks.

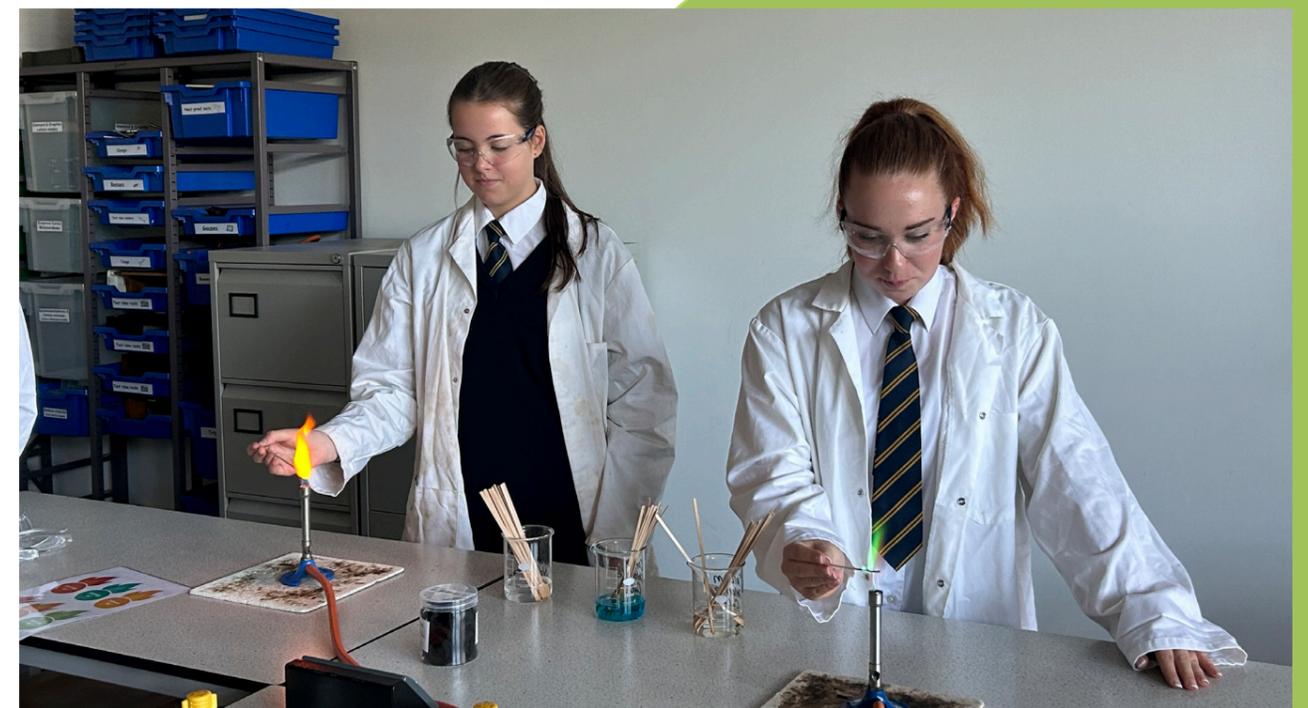
The day had a variety of very positive impacts. Firstly, leaders valued the time and space to engage in reflective professional dialogue with senior staff from St James. Being able to observe practice firsthand and then critically evaluate our own approaches prompted rich discussion. This time for reflection has shaped our ongoing strategic work.

Secondly, the visit offered a clear example of the power of a cohesive and holistic behaviour approach. The clarity of St James' whole-school routines combined with the consistency of application were evident throughout the visit. Crucially, this universal offer was aligned with targeted alternative provision for specific identified students. Observing how these elements operate as a coherent system has directly influenced the refinement of St Ives School's behaviour structures and the development of our own provision.

Finally, the visit highlighted the transformative effect of a structured, whole-school strategy for disadvantaged learners. Leaders saw strong evidence of improved attitudes, enhanced sense of belonging and increased engagement from pupils receiving mentoring and targeted support. This reinforced the importance of our own work in strengthening systems around disadvantaged students, and several of the structures observed have since informed practice within our secondary academies.

Overall, the study tour provided significant professional learning and has contributed meaningfully to ongoing improvements across our schools.

*Simon Horner,
Headteacher - St Ives School*



Professional Development

CPD

This year our trust CPD was run by Nichola Smith (Alverton) and Rob Smith (Mullion secondary). We continued our bespoke training for our ECTs. These were based around managing challenging behaviour, supporting pupils with SEND and managing support staff effectively. These were identified by the CPD leads and mentors as gaps in the ECT training programme. By putting on extra sessions we were able to support our ECTs effectively. This has meant that those that have been with us for 2 years have been exposed to an extra 6 seminars, which is a great offer!

Our leadership programme continued with our leadership conference where guest speaker Dan Morrow (CEO Dartmoor) spoke on managing change and building resilience. They also focused on culture, data driven decision making and leadership wellbeing. They were also able to attend a variety of seminars for example supporting SEND provision, holding challenging conversations and preparing for headship. In 25/26 we are aiming to provide a leadership course that will run over the whole academic year.

As we move into 25/26, our focus shifts to Teaching Assistant training. We are aiming to put together a full set of on demand training to upskill our TAs and increasing confidence in supporting our SEND pupils.

Our SW100 Journey

My SW100 journey into what was introduced as and proved to be 'the best CPD experience you could imagine' began in early 2024, with an application shortly followed by a gruelling selection day and the opening conference which offered an inspiring and frankly moving introduction to the ethos of the SW100 and Reach Foundation teams.

We have all appreciated a good presentation and valued high quality delivery, but this was somehow different. The emphasis on why we do what we do, the personal growth, development and the opportunities for collaboration with colleagues proved to be less CPD and more an experience across the year, and one that has shaped my personal and professional self for the next stages in my life. Pivotaly, it has reshaped my perspective as to what professional development could and should be.

As professionals we know that learning doesn't happen in silos, yet we generally aim to develop ourselves in isolated and fragmented units. It was the shared journey of CPD that really struck me. The time given to thought and dialogue - whether on a project, via the ever-supportive WhatsApp group, or on the train journeys to visit examples of excellence in education - the learning didn't stop.

*Rob Smith,
Mullion School*



My SW100 journey began quite unexpectedly, after overhearing Jenny mention the programme during a heads' meeting. I researched it straight away, and the ambition, purpose, and collective drive for improvement instantly resonated with me. I felt a genuine spark of passion for the premise of the programme and knew I wanted to be part of it.

Selection Day was the first real test. It pushed me far outside my comfort zone and challenged me to think differently about leadership, collaboration, and my own potential. Even though it felt daunting at the time, that experience set the tone for everything that followed: stretching myself, taking risks, and embracing the unfamiliar.

Throughout the programme, the focus on relationships was crucial, but the most powerful learning came from visiting truly inspirational schools. Seeing environments where aspirational standards were lived out every day was transformative. These schools were led by strong, strategic leaders with a sharp focus on CPD, coaching, and a relentless drive for excellence. Witnessing that in action expanded my understanding of what was possible and what great leadership could look like.

Perhaps the most reassuring discovery was realising that headteachers do not have all the answers—and that they don't need to. What matters is having a strong, supportive network around you. The connections I formed and the encouragement I received through SW100 gave me the confidence to take the next step in my own career. It was a significant part of what empowered me to step up to headship.

That support has continued. Being part of the TPAT family has provided ongoing guidance, reassurance, and professional challenge. Even now, I draw on the relationships and lessons from SW100, knowing they continue to shape the leader I am becoming.

*Clair Bateman,
Trewirgie Infant School*

Working with The Reach Foundation on both the SW100 and now on the Cradle to Career programmes, the generosity and collaboration has been overwhelming. The vision going forward is completely clear – make the very most of this time investment and continue these collaborations as far and wide as possible, to improve the life chances of all our young people.

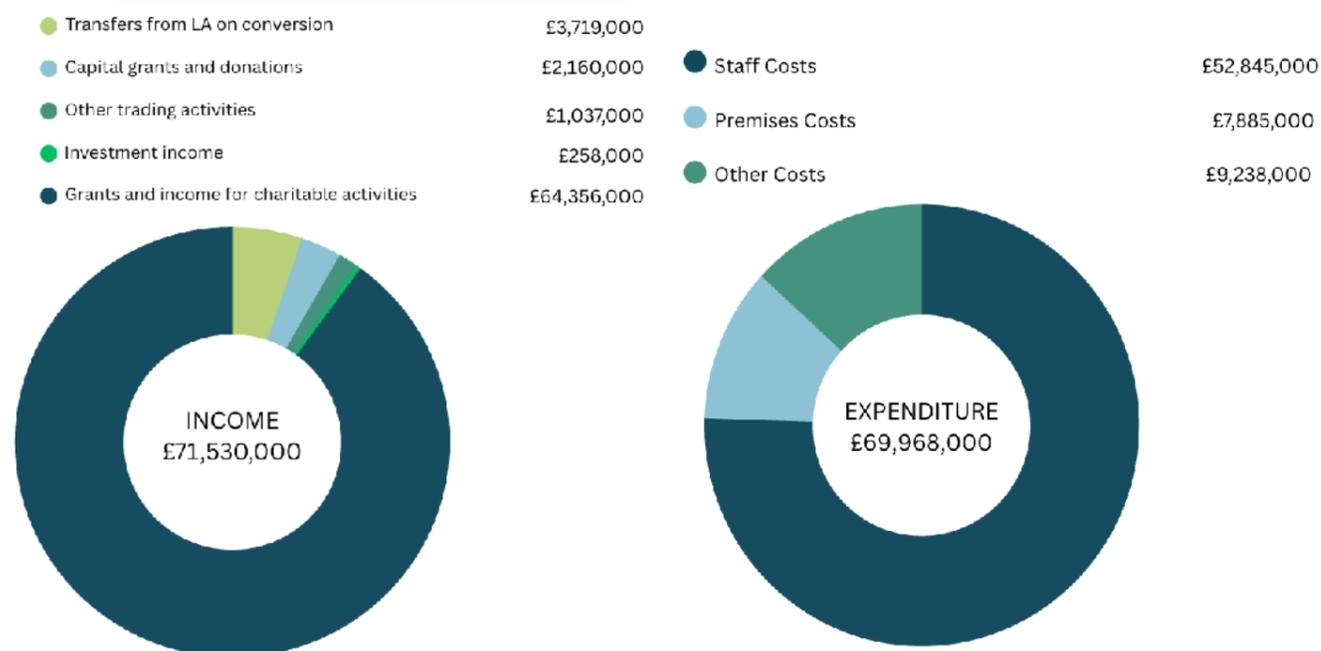


Finances & Resources

The Trust has strengthened the quality, accuracy and strategic value of its financial data significantly throughout 2024/25, supporting a more disciplined and insight-rich approach to decision-making. The implementation of a new financial management system, alongside refreshed operating models for budgeting and professional services, has begun to provide leaders with clearer visibility of cost drivers, funding trajectories and school-level sustainability. Enhanced internal controls, validated through a clean internal audit cycle with no material findings; have further increased financial resilience. These improvements, combined with strengthened cash management and continued investment in procurement capability, have further increased our resilience. The progress made marks an important shift toward an operating environment where financial planning is more anticipatory, data-led and strategically aligned across all schools.

Despite this progress, the Trust continues to face acute external financial challenges. Rising pay, energy and general cost pressures, increasing levels of SEND need, and declining or fluctuating pupil numbers in a number of communities have created sustained strain on school-level budgets, with some schools carrying deficits that require additional support and targeted intervention. Our focus for 2025/26 is on consolidating the financial stability achieved this year by embedding consistent financial management practice, deepening budget literacy among leaders, and aligning resources to the areas of greatest educational and inclusion need. These actions support our strategic commitment to equity: ensuring that every child, regardless of school size, rurality, disadvantage, or additional need, benefits from high-quality provision sustained by financial stewardship that is robust, responsible and firmly seeking long-term stability.

Sam Davis,
Chief Financial Officer



Capital Investment

- Schools Condition Funding (SCA): £1.73m
- Specific Grant the Department of Education (DFE): £0.26m
- LA Capital Grants: £2.47m

Capital Investment Overview – 2024/25

During the 2024/25 academic year, we continued to invest in our school estate with a clear focus on the areas that matter most: safety, building condition, and creating high quality environments for teaching and learning. Despite ongoing financial pressures and the increasing demands placed on our older buildings, we prioritised projects that would make the biggest difference; protecting pupils, supporting staff, and reducing the long-term costs associated with deteriorating assets.

St Erth School – Replacement Roof

One of the standout projects this year was the full roof replacement at St Erth School. This was not a simple refresh but a much needed intervention on a roof that had been causing real operational challenges. Staff and pupils had been dealing with persistent water ingress for some time, with leaks affecting classrooms and corridors during periods of heavy rain. Not only was this disruptive, but it also carried growing health, safety and safeguarding risks.

The new roof has completely changed that picture. It now provides:

- Protection of teaching spaces: No more disruptions to lessons or movement around the school due to leaks.
- Improved energy performance: The old system was poorly insulated, driving heat loss and increasing utility costs. The new installation supports better thermal efficiency and reduces wasted energy.
- Long-term asset protection: Without this work, we were heading towards escalating structural deterioration and rising reactive repair costs.
- This project has given St Erth a safe, warm and weather tight building, reducing day to day risk and providing a durable, future proofed solution for the whole school community.

Sennen School – Replacement Windows & Doors

Sennen School also saw major investment with the complete replacement of its external windows and doors. This scheme has had an immediate positive impact on comfort, safety and resilience. The previous units were ageing, draughty and increasingly difficult to maintain, especially in the challenging coastal environment where salt air and high winds accelerate wear.

The new installations bring several benefits

- Enhanced safeguarding: Modern, secure window and door systems improve safety and align with current standards for controlled access and emergency egress.
- Greater energy efficiency: Reducing drafts and improving insulation supports the Trust’s sustainability commitments while helping stabilise internal temperatures.
- Better ventilation and natural light: A healthier and more comfortable learning environment for pupils and staff.

Given Sennen’s location, the upgraded materials offer additional protection from coastal weathering, providing longevity and reducing maintenance burdens over the coming years.

Why These Projects Matter

These were not cosmetic upgrades, they were essential investments in the health, safety and functionality of our schools. By focusing on the core elements of each building, such as roofs, windows and doors, we can prevent small issues from escalating into major failures. This reduces avoidable reactive repairs, protects our long term financial position and, most importantly, ensures our staff and pupils can work and learn in warm, safe and dignified environments.

These improvements also support the Trust's broader commitment to running an estate that is compliant, resilient and aligned with the demands of modern education.

Looking Ahead to 2025/26

As we plan the next phase of our capital programme, the focus remains firmly on risk reduction and essential improvements. Priorities for 2025/26 include:

- Further roofing works, particularly on buildings where existing coverings are at end of life or where water ingress is placing strain on school operations.
- Fire safety improvements, including compartmentation, fire alarm upgrades and remediation arising from recent statutory audits.
- Toilet refurbishments, improving dignity, accessibility, hygiene and safeguarding across a number of schools.

These projects will support our long term vision: an estate that is safe, sustainable and fit for the next generation of teaching and learning.

Chris Pickles,
Director of Operations



Governance

The governance team continued to strengthen and support effective oversight across the Trust through high-quality training, guidance and professional advice. Throughout the year Local Monitoring Committee members engaged in a comprehensive programme of development, with sessions delivered both in person and online.

Recruitment activity remained strong, with new individuals joining governance roles and contributing valuable skills and perspectives.

Local Monitoring Committees further embedded their revised structures and responsibilities, enhancing the consistency and impact of local challenge and support.

The Trust remains extremely grateful for the commitment, professionalism and dedication shown by all those involved in governance.

Bex Couch,
Head of Corporate Governance

HR & Professional Development

The People team continues to support our schools with all aspects of managing staff from recruitment, induction, professional growth and remuneration.

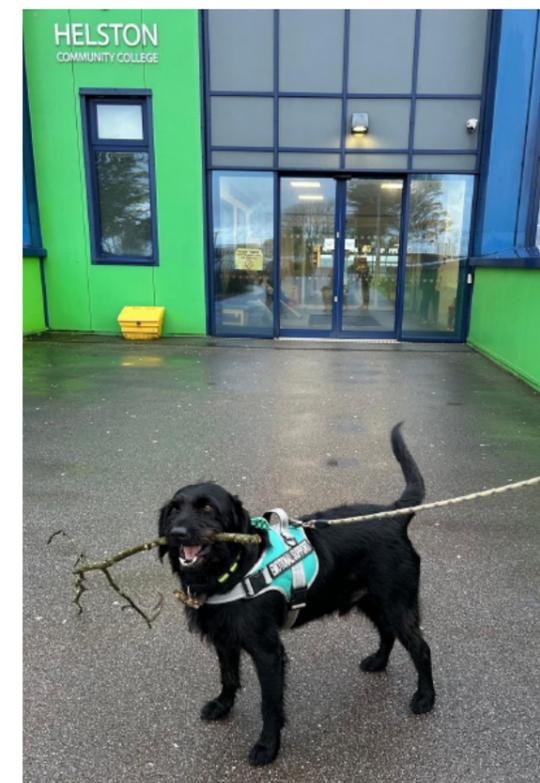
Working closely with Headteachers, Senior Leaders and Local Monitoring Committees, the team advise on a wide variety of complex HR matters and support by attending meetings, being readily available to advise on all employment topics and queries, and by attending employment panel meetings as necessary.

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 team continually advise on restructuring proposals, review job descriptions, and advise on pay and contractual matters.

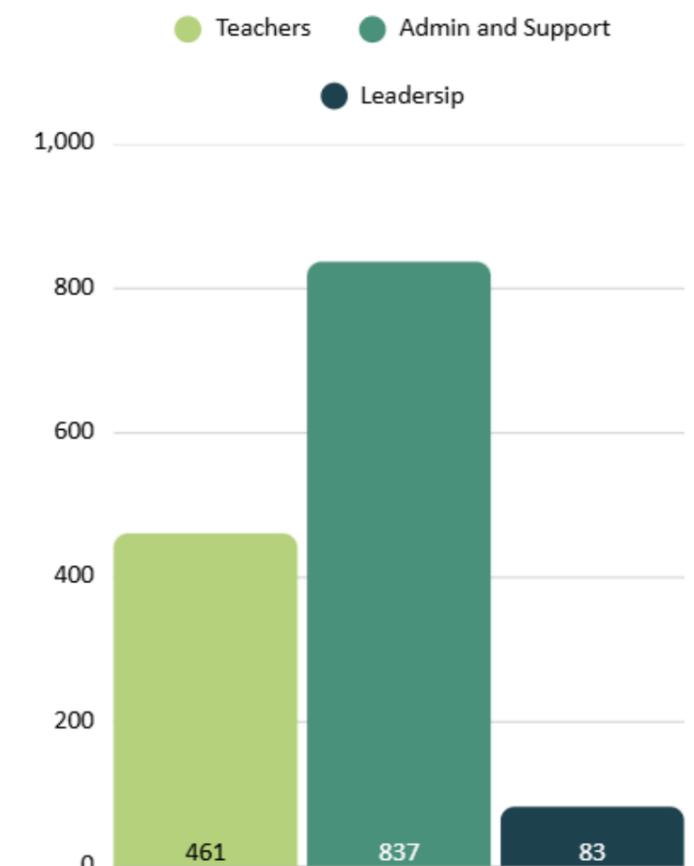
The team support school leaders and administrative staff with all staff recruitment activities utilising our new online recruitment portal. They organise recruitment campaigns, place job advertisements, produce school specific vacancy information and collate shortlisting packs. The team organise Safer Recruitment training for relevant Trust staff and advise on recruitment and selection best practice.

Additionally, the 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.

Harriet Andrew,
Director of People & Strategy



Staffing Figures



Trustees and Members

Members

C Wathern (Corporate Member)
M E Winser
M Tucker
V Pearson
A Livingston

Trustees

J Blunden CEO, Accounting Officer (resigned 1 April 2024)
J Dunn
A George
A Firth
J Green
M Tucker
C Waldie
D J Austin
A Hutchinson
A Sim
A Bull
A Milliner
S Spry

Contact

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