

Annual Report

2019



Core Vision

Truro and Penwith Academy Trust (TPAT) is a charitable trust that aims to improve the life chances for all children and young people in our schools. Our Trust is committed to developing strong leadership in all areas of our work to support schools, from our bespoke school improvement support to our sustainable financial and business management.



Our Trust's core vision is focused on five core principles:

- The first two of these are to
- acknowledge the diverse nature of the communities our Academies serve and encourage their full engagement in helping local Academies achieve outstanding outcomes for their students
 - recognise and encourage local distinctiveness and individuality

Therefore, our Trust is committed to our schools retaining their individuality and distinctiveness. Our 25 schools are currently very diverse in terms of age and phase (we have pupils ranging from Nursery to Year 11) and size and social contexts (we have schools ranging from small rural to large urban).

During 2017-18, one secondary school and five primary schools joined the Trust at various points during the academic year, including three schools in the east, forming our third hub with St Dennis and Roche schools.

Our Trust does not apply a "one size fits all" approach, and instead supports a school to improve itself. As a result, the Trust's school improvement approach is arranged to provide the amount, type and level of support and challenge that is best suited to each individual school.

The third and fourth guiding core principles are to

- work with our Academies to facilitate partnership working and enable all staff to receive high quality development opportunities
- build on Truro and Penwith College's example in high quality leadership and governance and benefit from the expertise of the College to promote excellence in all aspects of education

Therefore our Trust is committed to high quality partnership working across our schools at all levels.

Relationships, collegiality and a sense of belonging are all positively developed through our school improvement approach, which prioritises developing skillsets and expertise within our own Trust community. Talent spotting, leadership development and professional opportunities to share pedagogy are at the heart of our school improvement activities.

The fifth core principle underpinning our approach is to

- focus on improving learning and teaching for all - to enable all children and young people to have the best possible learning experience, leading to the highest levels of achievement

Our Trust is committed to knowing each and every school well through a wide range of soft and hard data, which is then cross referenced in order to provide triangulated, accurate information. As a result, we have rigorous systems for monitoring to evaluate school effectiveness, which are then used to plan bespoke outcomes-driven school improvement support alongside effective financial and business management support.



Whilst it is still early days, and in many ways we are still only laying the foundations of the Trust, there is a great strength in the fact that we are involved in laying them, rather than trying to adapt to a flat-pack IKEA template of someone else's vision. It feels to me that there is an emerging sense of collective purpose, belonging and team spirit in the Trust, which is being achieved without schools having to sacrifice their individual identity and values.

The real test of any Trust's effectiveness is perhaps how it responds when schools and individuals face difficult circumstances. The sense I have is that there is a universal acceptance amongst school leaders in TPAT of the need to be accountable, but an equally shared desire and sense of responsibility amongst those leaders, and indeed Trust officers, to offer time and expertise to support improvement without destroying people or core values in the process.

● **Martin Higgs** Headteacher Alverton School



Ofsted Praise for TPAT

In January 2019, TPAT became the first academy trust in the UK to receive a whole trust summary evaluation from Ofsted in which it was praised as a leading example nationwide of the positive impact of multi academy trusts. The full Ofsted report can be found at: <https://reports.ofsted.gov.uk/provider/1000/5119>

A team of four Ofsted Inspectors spent almost a week visiting schools, interviewing senior leaders, trustees and governors representing every school in the Trust. In their Summary Evaluation, the Inspectors praised the Trust's "self-sustaining" and "self-improving" philosophy, which allows teachers to flourish while retaining a focus on teaching and learning. Trust schools, they said, have a "rich and customised curriculum" while, "leaders have used partnership work between schools to raise standards". They particularly praised the leadership and governance of the Trust as providing, "strategic leadership" while allowing each school to retain its, "distinctiveness within its local community".

Inspectors praised the Trust's partnership working throughout Cornwall, noting that it, "draws effectively on expertise from Truro and Penwith College," and works in partnership with the Outstanding College's Cornwall Teaching School.

Our Schools

25 Schools
across
Cornwall

- Primary School
- Secondary School



Partnership with Truro and Penwith College



The College supports the Trust in a variety of ways from providing strategic oversight through our Trust governance to hosting our central team offices to engaging with individual schools to facilitate access to high quality sports coaching and facilities within our partnership for sport, health and wellbeing.

Fundamental to our work is engagement with College-led initiatives such as the CODE Maths Hub supporting Cornwall and West Devon and Cornwall Teaching School. Indeed, the Maths Lead for the Maths Hub is one of our own Headteachers and Head of Maths for the Trust. These partnerships develop subject expertise and pedagogy well. They provide effective staff development, leading to improved outcomes and sustainable leadership across the Trust.

The teaching school team work closely with our Trust schools facilitating our Annual Governor Conference and our joint INSET days for the primary and secondary schools within our Trust. The teaching school has an extensive programme of initial teacher training and newly qualified teacher training and support, which benefits trust schools and works in collaboration with other teaching schools to form the Research School Hub in Cornwall. In October 2017, the trust held a very successful primary INSET day with a focus on mathematics from the early years to end of Key Stage 2.

The Trust manages talent effectively and its involvement in national leadership programmes such as the National Professional Qualification for Senior and Middle Leadership (NPQSL) and (NPQML) through Leading Schools South West (LSSW) supports a growth in expertise and professional dialogue across the Trust.

The College business team works closely with school leaders to develop apprenticeship programmes meeting the needs of our schools in, for example, business administration support teams and teaching assistants.



“The joint INSET gave me lots of ideas to try out in the classroom”

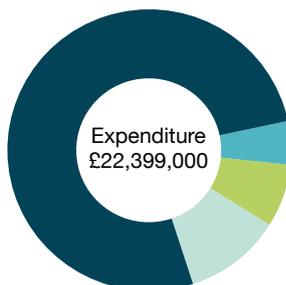
“I met teachers from other trust schools and the speakers were inspirational”

Finances & Resources

The budgetary pressure on our schools has been tightening over the last four years. Our central oversight of our schools budgets and central costs has enabled a strong reserve to be maintained to support continued investment in our facilities and staff. The Trust sources of income and areas of expenditure for the year are illustrated in the pie charts.



- DFE and ESFA Academy Funding: £19,832,000
- Other Grant funding: £1,050,000
- Other Revenue income: £820,000
- Self-generated income: £445,000
- Donations: £188,000
- Funds inherited on Conversions/Transfers: £744,000
- Investment income: £7,000



- Staff costs: £17,219,000
- Premises costs: £1,110,000
- Educational supplies and services: £1,637,000
- Other supplies and services: £2,433,000

Staffing and Professional Development

The Trust has grown during the academic year and we continue to attract, recruit and retain quality staff. Members of staff are committed to delivering the vision for our Trust and benefit from a wide range of support for continuous professional development.

Professional development is a core feature of our vision for a sustainable and self-improving academy trust. We believe leaders, teachers and support teams need to be continuously given opportunities to improve and share their practice with colleagues inside and outside the organisation. We have welcomed key people to our central team including:



Our Director of Education, Claire Fortey who leads on the development of leadership and teaching across the Trust's schools.



Our Director of Human Resources, Harriet Andrew who leads on the policy and practice to support staff in our schools including recruitment, retention, policy development, wellbeing and professional development to become an employer of choice.



Our Building and Estates Manager, John Eddy who provides invaluable practical support to all our schools with oversight of our health and safety compliance.

Staffing 2014 - 2018

2014/15 | Total 163 | Teachers **52** | Admin & Support **101** | Management **10**

2015/16 | Total 356 | Teachers **100** | Admin & Support **246** | Management **10**

2016/17 | Total 504 | Teachers **147** | Admin & Support **341** | Management **16**

2017/18 | Total 684 | Teachers **229** | Admin & Support **434** | Management **21**

Capital Investment

The Trust has been successful in bidding for funding for condition improvement in our schools.

In 2017/18, four of the Trust schools received capital investment funded by the Department for Education's Condition Improvement Fund. Pendeen and Pensans primary schools have had significant improvements to toilets with over £300,000 invested in total. St Ives School has had major fire improvement works with over £750,000 of funding, work started in 2018 and is due for completion spring 2019. Pendeen School has had further investment of over £350,000 to significantly improve the building fabric and learning environment following major issues with damp. St Dennis Primary Academy received investment for the replacement of doors and windows with funding of over £130,000.

In addition, the Trust received a School Condition Allocation of £630,000 from the Department for Education to improve school building condition. The Trust has allocated this to school projects on a priority basis. The funds enabled 15 improvement schemes to be undertaken, which included improvements to physical safeguarding arrangements, fire safety improvements, a new classroom extension and a number of building fabric enhancements. Schools have also funded minor works from their own resources in relation to ICT upgrades, library refurbishments and outdoor play areas.

Our impact on the learning environment

Investment at Pendeen School has positively impacted the whole school community. Capital investment over £400,000 has completely refurbished the school. As a village school at the heart of the community, this significant investment in the school has ensured that the children of Pendeen and the local community have a vibrant, contemporary and exciting place in which to learn for many generations to come.

● **Charlotte Sweet** Headteacher Pendeen School



Our impact on the Learning Environment

Newlyn School has been transformed over the last year. When I first took on the role of Headteacher at Newlyn, the school urgently needed investment in building and maintenance. Guttering was falling off, the roof was leaking and toilets were out of order. TPAT immediately stepped in and put a proposal together to remedy the most pressing concerns.

Implementation was swift and the staff have voiced how proud they now feel when walking around the school. Parents have been very positive about the changes and the biggest impact has been on the children. One pupil said, "It feels like a real school now." Another said: "It's so much easier to learn. The school feels calm."

The children are now proud of their environment and proud of their school and this is reflected in their behaviour and their attitude to learning.

● **Isobel Stephens** Headteacher Newlyn School

Improving outcomes



Mathematics

During the last academic year, mathematics was a priority for improvement across our Trust. In addition to the inspirational INSET day for teachers, several schools have received additional and targeted intervention for mathematics. Engagement in the Cornwall and West Devon (CODE) Maths Hub (led by a headteacher from within the Trust) has resulted in much improved attainment at the higher standard in mathematics.

Across the Trust, the proportion of pupils reaching the expected standard at the end of key stage 2 in schools receiving targeted support rose by 6% in 2018. The proportion of pupils reaching the higher standard increased by the same amount, so that more pupils are reaching the higher standard in mathematics than others nationally.

6%

rise in pupils reaching expected Key Stage 2 Maths standard in schools receiving targeted support

Our Early Years Provision

Leaders have used partnership work between schools to raise standards in the early years. For example, a recent teacher-led project aimed at increasing children's vocabulary has led to much improved communication and language skills. Children, often from low starting points, make strong progress in understanding and speaking, so that by the time they leave the Reception, they are well-prepared for Year 1 in these aspects. Similarly, more children in the early years can read and understand simple sentences and can use their phonic knowledge to decode regular words.

Our Secondary Provision

The Trust has successfully improved outcomes in our secondary schools. The strength of each school correlates to the length of time that each has been part of the Trust. As a Trust, we have made good use of our most effective senior leaders to work across the secondary phase. The Headteacher of St Ives School successfully provided executive leadership at Cape Cornwall School during 2017-18 prior to the school joining the Trust in September 2018. The outcomes for pupils were significantly improved due to the support, hard work and diligence of local governors, leaders and teachers across both schools.





Sponsoring Cape Cornwall School

‘Academy Trust to cement strong partnership and secure Cape Cornwall School’s future’

In the summer term 2018, delighted students, staff and Governors celebrated after receiving confirmation that Cape Cornwall School had approval to join Truro and Penwith Academy Trust with an agreed academy conversion date of Saturday 1 September 2018. The decision cemented the strong partnership between Cape Cornwall School and other local primary and secondary schools joining Sennen, Pendeen and St Just primaries as well as Hayle Academy and St Ives School as part of TPAT.

A very significant investment of time and expertise from all the team at Truro and Penwith Academy Trust, the Interim Executive Board and community members had happened ‘behind the scenes’ over the previous year. Cape Cornwall School has a very special role in its local community: this determination to protect and support Cape Cornwall School, for the benefit of the community had been crucial in gaining the confidence and support of the Regional Headteacher Board and Regional School’s Office. Significant improvements in the school, evidenced by Ofsted’s monitoring visits and achieved as a consequence of the commitment and hard work of the staff team, were also instrumental in securing the decision.

Joining TPAT, as part of the Penwith Hub, means Cape Cornwall School can share staff expertise as well as opportunities to extend and broaden learning for the benefit of our local children and families. Cape Cornwall School is delighted to be part of the TPAT family.



Our impact on Science & Technology

Science, Technology, Engineering and Mathematics (STEM) has been a major theme at Hayle Academy during the past year. As a school our students have been involved in an engineering construction challenge, a solar powered car project, a technology project on ‘5-a-day Muffins’ and a murder mystery in maths challenge.

The variety of these activities helps to inspire our students to achieve in the diversity of subjects offered through the GCSE and they thrive with a challenge-based approach to learning.

● **Andrew Martin** Headteacher Hayle Academy



Our impact on reading

Over the last year, Perranporth School has worked very hard to develop a strong culture of reading and a love of books. The 'Reading Cabin' was donated by the parents of Esmee Polmear. Esmee very sadly passed away at our school in 2015. She had a real love of reading and so this fantastic resource is a very fitting tribute to her memory and her enjoyment of books. It was her parents hope that through this cabin many other children will get to enjoy books just as Esmee did.

Our efforts in reading were recognised by Ofsted during our recent inspection. The inspector commented that:

"You have implemented a vision that celebrates reading and places it at the heart of the school's work. The school now abounds in opportunities for pupils to read widely and often."

"Pupils are enthusiastic readers who enjoy the abundance of reading challenges."

"Your chosen approach to immerse all pupils in reading, particularly disadvantaged pupils, is making a discernible difference to their progress. Pupils' progress in reading has risen markedly over the past three years."

● **Alistair Johnson** Headteacher Perranporth School



The impact of a rich curriculum

One of the most enchanting projects at Nancledra School has been the journey undertaken by the adventurous children in Class 1 from St Ives to Australia. Our children followed in the wake of the epic 'Voyage of the Mystery', in which a group of seven Cornishmen led by Captain Richard Nicholls sailed to the distant colony to find work and prosperity in the mid 1850s.

Climbing volcanoes in Madeira, visiting African landscapes and seeking colourful fish whilst stuck in the doldrums were just a few of the experiences that stimulated the children's imagination during the learning activities. All of their luggage was kept in bags the children made and decorated themselves.

"I loved making volcanoes" said Freddy, "because we found out which shape bottle made the biggest blast!"

Class teacher, Alison Ashby, enjoyed the topic as much as the children and families. "This was a great example of how learning for young children can bring together many aspects of a rich curriculum" she explained, "we went on a learning journey together!"

● **Rick Gill** Headteacher Nancledra School

Working with local communities

St Just Primary prides itself on its community links far and wide. The school has been involved with the British Council in recent years working together with teachers visiting both India and China. These global links and teacher experiences have enriched the curriculum and forged friendships abroad. On a more local note, St Just Primary is involved in the annual Lafrowda celebrations. A huge themed community event with a parade and wide ranging activities involving local schools, artists, musicians and community groups.

St Just Primary truly reflects its motto:
Aspirations and Achievement; Together One and All.

● **Nicola Rogers** Headteacher St Just School

Our impact on physical activity

At Alverton School, we want the children to say yes! YES to having fun, YES to trying something new and YES to building a life-long relationship with physical activity. One of our whole-school priorities was to engage girls with the importance of leading healthy, active lifestyles. We dedicated money from the PE Premium to target not only these girls but their families as well. Our GALs (Girls Active Leaders) organised a whole range of events for mothers and daughters such as a street dance class, a six-week intensive tennis course and a hugely successful entry in the Race for Life in which over sixty girls, mums and female staff took part.

The Alverton Girls Can project has transformed some girls' self-image and self-perception and girls are now happy to join in and have a go! At Alverton, we are passionate: passionate about changing attitudes, passionate about our girls leaving us with an interest in being active and passionate about boosting self-esteem to build positive body images so that, in a world dominated by social media, our girls will have not only the confidence and skills to survive the storm but will emerge victorious!

● **Martin Higgs** Headteacher Alverton School



St Dennis Academy embraces the arts

As a school, we firmly believe that by promoting art and providing pupils with the opportunity to experience art, pupils will develop their self-knowledge, self-esteem and self-confidence, initiative and understanding of how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Over a number of years we have actively engaged with KEAP. This has involved a variety of age groups in creative writing workshops and performances using both traditional arts, writing and performance to present our work alongside other schools. Working with writers and artists in this way has provided both Teacher CPD and inspiring opportunities for pupils at the Wheal Martin China Clay Museum. Developing our links across local providers has supported us to work with our local cluster of schools to produce a production of Macbeth. Pupils involved in this project had six weeks of support culminating in two nights of performances at The Bell Theatre.

Musically the school is developing a brass band and has a highly successful choir, that competes at the local Speech and Music festival, as well as singing for local community events.

Our phrase Aspiration, Opportunity, Success is most evident in our arts engagement work giving all pupils the chance to experience new and exciting challenges through the Arts.

● **Jo Harvey** Headteacher St Dennis Primary Academy

Our impact on teachers

“As a teacher, I had lost some of my motivation for teaching and was finding it increasingly challenging to plan and teach the kind of lessons that inspire children to have a love of learning. It was obvious that things had to change, and soon! I began the 2017-18 year with a determination to be successful and looked for encouragement and advice from both my own school and the Trust.

In addition to tailored support through coaching and mentoring, I enrolled on the Excellent Teacher Programme run by Trust leaders with the Teaching School. During this course we explored a range of concepts, from feedback to growth mindset, with plenty of opportunities to watch them in action in real life. I was able to take facets of what we learned and incorporate them into my own practice, developing and refining my teaching into something that had a real impact in the classroom.

The support I received meant that I was able to regain my confidence in the classroom and meet a variety of challenges. I feel excited about my future in the teaching profession again.”

● **Becs Clive** Class Teacher Alverton School



The Future

As a Trust, we have successfully embedded a culture of high expectations and engagement of leaders in school improvement activities and close working with our central business management team.

We believe that as a result, the Trust has become self-sustaining and self-improving. During the past year we have been successful in recruiting and deploying strong leaders in key posts across the Trust and we take pride in knowing where talent is across our schools and to provide development and support to nurture that talent.

We plan to continue to grow over the next twelve months, with schools seeking to join our Trust through re-brokerage by the Office of the Regional School Commissioner.

This further growth will lead to an ever changing landscape of talent, skills and opportunities to continue to improve life chances through the highest quality teaching and experiences in every single school.

The wider picture for multi-academy trusts remains a concern, with financial constraints impacting on our ability to provide for our diverse needs by children and young people in our schools. However, we are proud to feel confident when looking to the future, assured that at all levels of our organisation the priority for all our efforts remains on children and young people feeling inspired to learn every day.

Governance

Governance of the Trust falls within the responsibility of Members and the Board of Trustees.

Members (March 2019)

Mr P Callen MBBS FRCS FRCOG
Mrs C Mewton CertEd BEd(Hons)
Dr B Vann MA PhD DL
Mr D Walrond MA MBA PGCE
Mrs E Winser MBE MA(Cantab) DL

Trustees (March 2019)

Dr J Blunden BSc(Hons) PhD PGCE : Chief Executive Officer
Mr R Crossland : Representative of Truro and Penwith College
Mrs S Dickinson BA(Hons) FCA
Prof A Livingston CBE FCSD DL : Vice-Chair of the Board of Trustees
Mrs E Winser MBE MA(Cantab) DL : Chair of the Board of Trustees
Mr P Wroe ACMA
Mrs A Firth BA
Mr D Williams JP MA
Mr T Lister BEd(Hons)
Mr A Stittle BSc(Hons) PGCE CMath FIMA

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