

# Annual Report

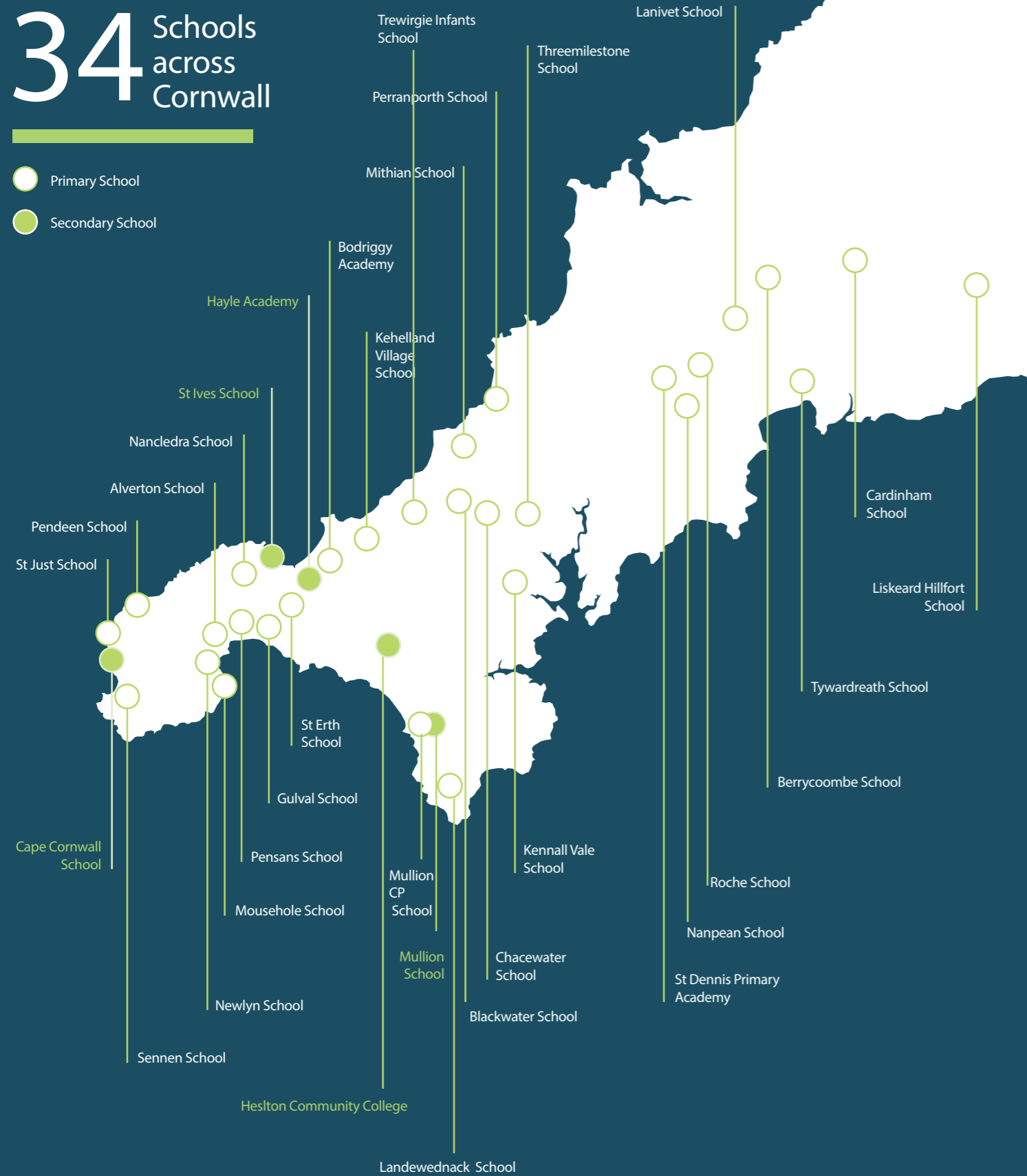
## 2022/2023



# Our Schools

34 Schools across Cornwall

- Primary School
- Secondary School



# Welcome



Anita Firth  
Chair of the Board of Trustees

My first year as Chair of the Board of Trustees has been a year of achievement!

Our sponsored secondary school, Cape Cornwall School on the Lands End peninsula has been inspected by Ofsted and achieved a Good grading across all areas.

Inspectors described the school as "Cape Cornwall School is a warm, friendly community where everyone feels valued. Leaders are ambitious for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Staff express their determination to deliver the best possible education to pupils. Leaders, together with staff, expect more of pupils. Pupils are rising well to this challenge."

This achievement for the whole school community reflects our Whole-Trust ambition for all pupils to rise to the challenge of raised expectations in all areas of school-life; in terms of achievements at end of key stage, through improved attendance, with greater resilience to overcome personal challenges and to embrace creativity, innovation and the solving of problems with confidence.

A number of our schools have successfully been inspected throughout the year and we thank all our staff for the hard work and diligence in their day to day provision of a high quality education for all.

We have welcomed five new schools to join our family of schools and expanded our team of support centrally in the areas of behaviour, attendance and inclusion. Finally, our Advantage programme has been launched following the pilot phase, to begin the transformation of teaching through technology and to enhance the significant improvements to our ambitious curriculum offer across all schools.

Our board of Trustees is proud of all the achievements across our Trust and know that you will enjoy this report.

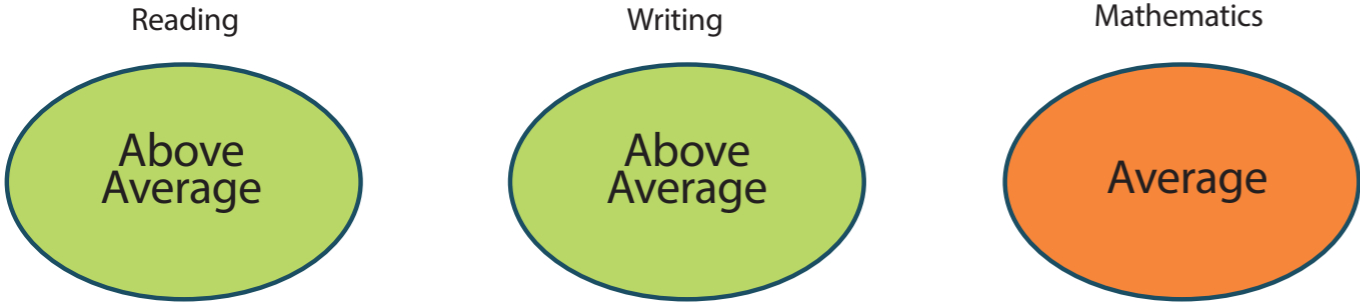


# What did our school trust set out to achieve in 2022-2023?

Our priorities were to demonstrate ambitious expectations for a high quality education for all, and to improve the progress of all our pupils especially in Reading.

The published Trust-wide performance confirms that across our schools achieved above the national average expectations in Reading and Writing at key stage 2. At key stage 4, our OFSTED performance demonstrates significant improvement. We have the ambition to continue to improve and raise standards further.

## Key stage 2 Progress



## Secondary School Improvement - Ofsted inspection grade

	Cape Cornwall School	St Ives School	Hayle Academy
<b>OFSTED Inspection Grade prior to joining TPAT</b>	Inadequate (2017)	Inadequate (2014)	Good (2015)
<b>Current OFSTED Inspection Grade</b>	Good (2023)	Good with Outstanding (2017) Good (2022)	Good (2022)

In terms of our ambitious expectations for a high quality education for all, nine primary schools and two secondary schools were inspected by Ofsted throughout the year. We had some significant shifts in inspection grading including Trewirgie Infants moving from Requires Improvement to Good, where inspectors noted

“Leaders have transformed the school since the previous inspections. They act with unwavering determination to improve the quality of education for pupils”

“Leaders prioritise reading. They promote a love of reading as soon as children join the Nursery”

At Berrycoombe School, inspectors noted that



“Berrycoombe is a school where everyone is included. Leaders make sure that everyone feels valued and cared for. They are passionate about helping pupils to become well-rounded, empathetic citizens”



Indeed, the inclusivity of our schools was frequently celebrated by inspectors. At Gulval School, inspectors noted that



“Pupils flourish in this inclusive and nurturing school. They thrive in an environment where their social and emotional well-being is a priority.”

The 2022-2023 academic year was significant for the successful transfer of four schools from the former Southerly Point trust, welcoming Helston Community College, Mullion School, Mullion Primary School and Landewednack Primary School to form a new southern hub of schools, and the transfer of Nanpean Primary School to join our hub of schools in the east of the county.

We have been ambitious with our first year of our Advantage programme and we detail some of the achievements later in this report. While our work on curriculum development has been flourishing and is also detailed by our Director of Education, Chris Gould.

Dr Jennifer Blunden OBE  
Chief Executive Officer



# Digital Transformation

The academic year 2022 - 2023 was the second full year of our Digital Transformation journey. Building upon the successes of Year 1, we have continued to move forward with the five strands of the plan originally devised in 2021, particularly focusing upon the key Teaching and Learning aspects and embedding the work of our pilot schools with a view towards a trust-wide roll-out in September 2023.

With this in mind, much of this year's report is focused upon feedback from the headteachers of those schools that courageously led the pilot projects of the Teaching and Learning strand throughout 2022 - 2023 alongside a brief overview of the other four development areas.

## Digital Readiness

The IT Support Service had a significant change in the way that it operates and functions during this year, moving from an SLA model where schools buy in regular time slots for support, to a more responsive model where support tickets are raised by schools, triaged by the team and responded to according to priority. This new system has proved to be successful in terms of improving response times for schools and creating a more manageable working pattern for the team. We have also shifted to a model where Phill Watkins, Connor Dury, Bob Langley and Ben White, our mobile technicians, are based in schools in the areas of the county that they support to further improve the speed that help can be provided into schools.

Under the leadership of Jamie Pilcher, along with senior technicians Nick Lawrence and Andy Morris, the team have a far more cohesive and well-structured feel than ever before.

One of the main pieces of work in this development area has been rolling out a standardised configuration for the IT infrastructure in TPAT schools. This enables technicians to achieve greater familiarity with the school networks across the trust and to replace components quickly and easily. We have also been developing and refining the use of Jamf or iPad remote management systems in preparation for the larger deployment of devices in September 2023, with Jon Fitchett taking the lead with this work.



## Digital Community

Following on from the work and successes of the previous year, we continued to work with schools in order to complete the changeover from the Management Information System (MIS) SIMS to the new provider Arbor. As previously reported, this is a major change to one of the vital organs of any school, as the MIS is an essential tool that enables a school to function and interact with local and national partners such as the DfE. I am pleased to report that thanks in no small part to the preparation and determination of our school administrators working alongside our IT Team, we were able to successfully complete the move for the remainder of our schools.

This was also the first year of our ConnectED intranet being used extensively, and this quickly became the 'go to' site for news and information sharing as well as becoming the conduit for the many groups that exist across our trust to focus their collaborative work and exchange ideas, documentation and knowledge. Once again, I need to say a huge thank you to Emily Burley for her excellent work in helping to establish and develop this facility for the benefit of the whole trust.



## Teaching and Learning

This year has seen three key developments in this area across TPAT. The first has been the deployment of iPads into our pilot schools, and we have included more detailed reports from some of the headteachers leading these pilot projects towards the end of this piece. I am also particularly indebted to the teachers, support staff and students in these pilot schools who have so embraced the project with such enthusiasm and determination throughout this trailblazing phase of the venture.

The second area of development has been designing and preparing a deployment plan to place iPads into the hands of all Year 5 and Year 6 pupils from the beginning of the Autumn Term in 2023. This is a major piece of work which has involved partnership work between our IT Support team, Apple Education, school and trust leaders and our partners at Showbie.

The final, and perhaps key, focus has been on creating a bespoke Teaching and Learning strategy for our trust, which will ensure that the device deployment is concentrated not on the iPad as an end in itself (this is not an iPad project!) but on maximising the unique benefits to teaching and learning that a 1:1 device environment allows. With a strong focus on Direct Instruction, Independent Practice, Assessment and Feedback, features that are common to almost every phase of learning and classroom worldwide, we are seeking to enhance the skills and creativity of our fantastic teachers and students with the transformative potential that 21st century technology can offer.

This project has been called Advantage in recognition of the leading edge benefits it offers to staff and students but also to the potential it has in creating a more even playing field for those pupils and families that live in some of our most disadvantaged communities.



Advantage is built on eight expectations and these form the foundation of the project in our Advantage classrooms.

Teachers from across the twenty-eight primary schools who will be delivering the project received their iPad and a series of training sessions led by the internationally renowned Abdul Chohan who has been working with the Trust as a close partner for several months. These training sessions were well received by the Year 5 and 6 teachers who left eager to get the project underway with their students.

I will conclude this report by sharing the experiences of some of the headteachers who have worked so hard to make the Advantage Pilot so successful in their schools, and whose groundbreaking work created the conditions to help us prepare for the very exciting trust-wide roll-out of the project in 2023 - 2024.

Martin Higgs  
Digital Transformation Lead

## Pilot Schools

### Blackwater Primary School

Last year, Blackwater School were thrilled to be a pilot school for TPAT's trailblazing Advantage Project. This revolutionary initiative aims to put the most up-to-date technology in the hands of our teachers and students and provide them with expert training and professional development opportunities to use that technology effectively in the classroom. The impact at Blackwater has been truly transformative. All children in KS2 now have their own personal iPad that is used daily as an integral part of their learning. Teachers have received high-quality training from industry experts and as the pool of Advantage Project teachers has widened, collaboration between schools has led to a reduction in teacher workload.

The iPads have played a pivotal role in the continued development of teachers at Blackwater, through the project's three key areas of development - Direct Instruction, Assessment and Feedback. The use of iPads provides teachers with a dynamic platform to engage and meet the needs of all students and deliver lessons in an interactive and impactful manner. Additionally, the project significantly bolstered the school's approach to formative assessment and feedback processes, enabling more personalised and timely evaluations.

Evey Evison  
Headteacher, Blackwater Primary School



"The project itself is only in its infancy and all staff and children are excited to see how the use of technology can improve our teaching and learning in the future."



### Kehelland Primary School



"Accessibility tools have made lessons for our children with SEND multi-faced, and ensured that their learning is seamless - whether this be using visual aids, colour filters or the use of dictation"



At Kehelland we have felt very lucky to be a pilot school for the Advantage Project. Having a diverse population of pupils, organised in mixed classes, we have always been looking for ways in which to support and ensure our children could thrive educationally, whilst at the same time addressing the difficulties of capacity and costs. Similarly, being a tiny rural school we have been acutely aware of the issues surrounding readiness for future employment and skills. Using the iPads and developing the confidence of children with this technology has clearly had an impact on readiness for secondary school, with many of the Year 6 children quite reassured by the transition visits where they found they were ahead of the game technology-wise than their peers from other schools. The Advantage Project has been a huge success in supporting our pupils.

Introduced in our Year 5/6 class, we have been able to tailor the learning for children in the separate year groups ensuring all children receive the teaching input that will specifically help them. Using Socratic quizzes has highlighted areas that many teachers may not have spotted to work on further, enhancing our ability to use the analysis of structured and clever questioning to illicit the nuances of knowledge and skill within class in all subjects.

It was more than using iPads to reproduce worksheets, which initially we thought might be the case - it has transformed the pedagogy we use with our learners. We can now accurately assess and put in place specific and rapid lessons and interventions. This reduces staff costs and yet increases outcomes as specific content is delivered through the use of teacher modelling films, interactive quizzing and 1-1 engagement. Children are excited to find the teacher giving feedback on their learning by leaving voice notes, reducing cognitive workload and ensuring they understand what they have done well and what they need to work on.



The fundamental premise that all children have an iPad has enhanced inclusion, as those children do not have adaptations that are additional or onerous for the teacher. They are in control and make their voice heard through standard classroom practice. Progress in this group has accelerated significantly, with confidence being positively impacted as well. The Advantage Project truly has done what it says on the tin - given a significant advantage to our pupils and staff both educationally and in terms of wellbeing.

Ellie Watkins - Headteacher, Kehelland Primary School

## Cape Cornwall School

With our use of 1:1 devices so ubiquitous at Cape Cornwall School now, it seems incredible that we are only just over twelve months into the project in earnest. We have seen our first tentative steps now become confident strides into what can only be described as a brave new world. Early experimentation has become increasingly embedded practice, which is now becoming encoded in policy and protocols.

It was in the pandemic that we all gained an insight into the potential of the new technologies in terms of student progress: I am sure that we can remember the move from face to face teaching as we all transitioned in the blink of an eye into online delivery. Certainly, with my area of responsibility including Quality of Education, I remember feelings of excitement and trepidation as my headteacher quizzed me about possible ways forward in our first ever Teams meeting during the first days of the lockdown. Subsequent studies have suggested that we all made up to five years' progress in our use of technology over the course of those first days, weeks and months of the pandemic.

Initially, we tried to replace face to face teaching with an online equivalent: in short, it was a process of translation but as we explored the potentialities of the technology, particularly during the second lockdown, it began to feel that there was the opportunity here for something more radical and more akin to 'transformation' as we explored different pedagogical aspects using the new technologies. Many of these approaches remained in our practice as we slowly returned to school. As a teacher, I was keen to maintain these elements in my own teaching but they became more a part of home learning. Why? Because in order for us to exploit the improvements, students needed 1:1 devices, something that was not in place in my new school, Cape Cornwall, when I joined in the autumn of 2021.

When I was approached by the trust to pilot 1:1 devices around this time, I agreed without hesitation. This was an opportunity I could not pass by. The pandemic had taught me about the lack of equity in terms of access to devices; this was a chance to level the playing field for everyone. It was a massive opportunity to positively impact on student progress and particularly on the progress of disadvantaged students.

It has been an exciting challenge for all of the teaching staff at Cape Cornwall School. Central to our thinking, as we introduced the devices, was the importance of pedagogy usefully captured in the four pillars of pedagogy: direct instruction, deliberate practice, assessment and feedback. From the beginning, we were keen to stress that this was not an 'iPad Project'. However, it was still necessary to gain competence on the device since this was the device we were using – we achieved this using the 'Apple Teacher' programme.

Alongside this, although there is a plethora of potential apps that can be used, it became apparent that it was vital to select a group of core apps that we could all use: the advantage of this was that we could align CPD and move forward as a group. As individuals gained more confidence, they could support colleagues who did not have the same level of confidence yet. It was interesting to see staff competence and confidence grow with different people becoming adept with Showbie, for example, and others with 'Explain Everything' or 'Socrative'. What was apparent was that we needed a balance between new input and time to practice. With so much new information, we needed to interrupt the forgetting curve as exciting new applications seemed to slip out of our grasp a short time after training. It was useful when we began our staged approach with support from Sync, our training provider. We would move through three stages: introducing, integrating and then innovating approaches to build our confidence and competence.

“It has been a privilege to see teachers truly transform the learning experience for students. Increasingly, we have also seen a reduction in workload - no longer do we see queues for the photocopier. Resources are instead shared on Showbie and sit there ready to be used next year”

It has been a privilege to see teachers truly transform the learning experience for students. The huge potential for direct instruction using 'Explain Everything', with teachers beginning to record their instruction; instant assessment using Socrative where teachers can gauge understanding and correct misconceptions in the moment; teachers of active and performing arts subjects transforming assessment using Showbie; the exciting potential of Artificial Intelligence and supporting students using the iWorks package. Increasingly, we have also seen a reduction in workload – no longer do we see queues for the photocopier. Resources are instead shared on Showbie and sit there ready to be used next year.

Now that we have had the opportunity to experiment with the devices and apps and have a growing confidence in their use, it has become a priority to encode this into policy and protocols. In the same way that we needed to define our core apps, we now need to make sure that we maintain progress by having shared approaches that align the use of technology with the four pillars. That way, we can use our experience to maximise the impact of the new technologies. With such a significant investment in time and money, it is essential that this exciting development adds huge value and it is only by aligning and formalising approaches that we can ensure that we maintain our positive start. It is by having a solid base that teachers can begin to innovate.

The last year has not been without its challenges. We have learned a huge amount and had to make key changes and investments in infrastructure. Initially, screen sharing was inconsistent, for example, affecting confidence and slowing progress. As the pilot secondary school, we have learnt a lot about the management of devices in terms of student behaviour. Our devices are now more secure than they were in the beginning which has benefitted all trust schools. There have also been challenges to balance Apple's approach to privacy and the need to fulfil our safeguarding responsibilities. There are still students who arrive without their iPad being charged or worse, without their iPad.

From my perspective, the benefits still hugely outweigh the negatives and this feeling is shared by both students and staff. Students are aghast at the thought of not having the devices. I believe passionately in the role of technology in driving forward student progress and outcomes and am confident that the start we made during the pandemic is now gathering even more momentum. I want to pay tribute to the staff at Cape Cornwall School for the huge commitment the team has shown towards the project - the effort and determination they have shown to move from 'introduction' to 'integrating' and towards 'innovating' cannot be overestimated. I am looking forward to the next phase of development both at Cape Cornwall and across the trust as a whole.

Jon Hall - Headteacher, Cape Cornwall School



## Bodriggy Primary School

Bodriggy Academy was approached to be a pilot school for the TPAT Advantage project owing to our lack of IT infrastructure and a desperate need to provide adequate support for our pupils in the classroom. Initially, iPads were given to our Year Five and Six pupils. After training from Abdul Chohan, which focused on inspiring teachers and revealing the potential of iPads, teachers were given the opportunity to explore and identify ways in which they could transform the teaching and learning experience for our children.

Within two weeks, the range of features being used to support children's learning surprised us all and early learning walks revealed that tools and functions outside of any intended training plan were already being used due to the exploration and innovation of our teachers and the curiosity and plasticity of our children's attitudes. Accessibility tools were being used to remove barriers for individual pupils and the first attempts at using iPads in direct instruction were being trialled.

Initially, this was within whole class reading sessions where teachers moved from endless photocopying to sharing all resources direct to children's iPads using Showbie. It wasn't long until pupils were using different coloured overlays, or font type and size, or text to speech and speech to text to access the source materials and capture their answers before sending them back to the teachers. It became clear that every single child was involved and if one looked over their shoulders, something transformational was happening: every child's needs were being met as an individual with no apparent difference evident for an external observer. At this point we settled on the term, 'Invisible inclusion'.



From here, it was not a great leap to see pupils with SEND begin to produce outcomes of which they could be proud and revealed the true quality of their ideas and understanding.

Teachers and pupils continued to explore new features like the use of split screening to have all relevant information to hand, or revisiting teacher's slides to remind, or adding text and overlaying ideas for all to see. This list is brief but the range of uses grows daily with the iPad's intuitive interface ensuring that innovation is now a feature of our practice.

As a school in the OFSTED window, it was timely to discover the role iPads could play in developing our approaches to assessment and memory with teachers exploring a range of techniques including the use of Socrative and Quizzis at both individual and class level. These quizzes are hugely motivational for the children and provide a range of information to teachers about what has been retained and any gaps that remain. The compelling nature of these quizzes taps into the innate desire children have to improve their score, meaning that regular practice is not only fun but also helps to embed understanding.



The use of 'in the moment quizzing' using Socrative as well as more formal cold and hot tasks will be developed, and we are exploring the use of folders to capture videos and photos that reveal the evolution of learning in performance-based subjects such as art, music, D&T or PE.

All of these developments will support our teachers to feel confident across the core competencies identified in TPAT Advantage and will support the intended transformational impact. But it is important to identify other small benefits that should not be overlooked, that when added together represent a major shift in our practice. We now have no queues for AR quizzes. Children have the means to identify unknown spellings after they have tried to spell it themselves first. iPads provide a method of extending and challenging within all lessons, or calming and occupying effectively in a relaxed manner when the world is screaming for calm. And yes, we do sometimes use them as a research aid and camera, but they do so much more than that for us already. The transformation is underway and we are excited for the future.

Dan Simons - Headteacher, Bodriggy Academy



Other uses continue to appear: Slido to explore emotions; producing Explain Everything videos for peers to use as support; green screening to present learning; Micro-bit coding; Garageband for composition; MFL animations, or Freeform to capture end of topic learning. Already iPads are a tool that not only augments each child's daily provision but is essential in maximising their progress.

The next steps for us are to install Apple TVs and increase the role of the iPad in direct instruction. This has started, with all lesson slide shows shared with each pupil. Teachers now have cases and styluses that support them to be mobile and teach from all corners of the room. Some staff have started small, perhaps using the iPad as a visualiser to project continuous provision tasks to a carpet-based reception class, or demonstrating fine skills such as science experiments or artistic techniques that need close viewing. Apple Classroom is also being used, sometimes to monitor, sometimes to control, but always to help inform the teacher and support them to be more effective. From there, we hope to explore methods of feedback and how to support each child to move forwards without creating unnecessary workload for staff.



# School Improvement

Over the last Academic year, the Trust has continued to support our schools very effectively. This was evidenced by 12 of our schools receiving OFSTED inspections and all securing a “Good” judgement. This included Cape Cornwall School moving from an inadequate judgement to good and Trewirgie Infants going from Requires improvement to good.

The continued support from our dedicated school improvement team has been pivotal in the progress the schools have made. The work of our Secondary lead, Primary Executive Leads, curriculum leads, behaviour lead and SEND lead have ensured that schools are developing consistent systems and processes as well as bespoke support to prioritise the needs of the communities they serve.

Our subject leader groups across all areas has ensured that staff are receiving the highest possible training and development in their curriculum areas. Our yearly staff inset days for both Primary and Secondary have also provided a focus particularly around considering the different ways that children learn. There has been a key priority on continuing to support schools with the development of their academic curriculums with particular expertise across the trust in art.

In our core subjects including maths, english and science we have continued to utilise the support of the CODE maths hub, the Kernow English hub and the Science Learning partnership.

The recruitment of an attendance and Inclusion lead has been vital in supporting our schools to a coherent approach to attendance which nationally remains a challenge. Their role has been to unpick the support our families need to support all children to be in school.

As we celebrate the success of this last year, the excitement builds as we look forward to the further development and implementation our teaching and learning further through the Trust Advantage Project.

Chris Gould  
Director of Education



## Secondary Collaboration

With the growth in our Secondary Schools to a family of five, our collaborative partnerships are benefiting from the augmented breadth of expertise and approaches.

Our first joint Secondary Education Conference was held in January 2023 at Helston College and hosted teachers and leaders from across our secondary schools. The Conference launched a new phase in our development with opportunities to share practice and engage in lively debate and discussion around national and local policy and pedagogy. Training workshops focussed on pedagogy and assessment and show cased practice and approach both within and beyond our partner schools.

Subject Networks have continued to be the foundation of our secondary phase curriculum development programme. Termly network meetings have ensured that innovation is shared and that all our schools benefit from the knowledge and expertise within our staff teams.

Collaboration continues to be at the heart of secondary school development. Future development will extend the reach of our successful Networks to support the work of secondary experts in exam administration, technicians and librarians.

Jan Woodhouse  
Trust Secondary Education Lead



# Wider Curriculum Team

The Wider Curriculum Team supported curriculum development by working with individual schools and subject leads. The focus was on the curriculum design, ensuring there was National Curriculum coverage and a progression of skills and knowledge. We focussed on developing the sequencing of the curriculum, ensuring that lessons built on from each other with a clear final outcome identified. The importance of identification of key vocabulary in each subject area has also been integral to the development of the subject.

We also ran subject network forums in art, languages, history and geography. Some of these meetings were held face to face and some were held online. They focused on developing their understanding of curriculum design. Some specific CPD was also organised in the form of external experts and in some cases, working with secondary schools.

The impact has been that schools have an increased understanding of the requirements for a strong curriculum. Monitoring shows that where the curriculum work has been supported, children are able to show that they know more, remember more and do more. Many of our schools have put forward one of the subjects where they have received support as a deep dive subject for Ofsted and received positive feedback.



# Primary School Improvement

## Focusing on Reading

As a Trust over the course of the year we undertook a considerable amount of work with our schools in terms of reading provision. This included the development of reading spines, comprehension strategies and targeted phonics work. We worked closely alongside the English hub to review our provision for phonics in our schools. Outlined below are some examples of work undertaken in both reading and curriculum.

## Bodriggy Academy School

At Bodriggy Academy, our most recent end of Key Stage 2 data for Reading represented a 97% improvement on the last published data in 2019 (36% to 71%). This huge leap in outcomes is the result of significant improvement in provision right across the school. Cohorts now benefit from our high quality RWI provision that is the crucial first step in our pupils' reading journey ('It was extraordinary!': Lead Inspector) and move onto a consistent and coherent approach to whole class reading, the use of Accelerated Reader and Reading Explorers, as well as meticulously planned development of VIPERS to support the development of key comprehension skills and strategies.



"Reading is a priority for the school. Pupils enjoy their visits to the school library and talk positively about reading 'karate'. Right from their start in Nursery, children enjoy listening to stories and rhymes. In Reception, children learn and remember new sounds well. Regular checks on their learning mean that most pupils build accuracy and confidence with their reading. Any pupils who struggle receive the support they need to catch up quickly." OFSTED



However, the biggest shift has been to ensure that there is a culture where reading is not only celebrated, but loved, with reading and listening for pleasure central to each child's daily experience. To help drive this, teachers worked with governors, parents, children and the wider community to develop a library that is in the centre of the school. This new space not only represents the joy that can be found in a good book, but also the warmth and sense of purpose that can be created when an entire community pulls together. With the help of all stakeholders, the old reading room has been transformed into a woodland haven, with high quality texts at every corner. In response to persuasive letters written by our Y6 children, local businesses gave what they could, parents and pupils contributed items through an Amazon wish list, and a band of volunteers designed and decorated the most wonderful space for children. Central to the library is a woodland throne and a seating area large enough for a class to sit and enjoy a story read by a staff member or one of our visiting 'Secret Readers'. We believe in celebrating all that childhood should be, meaning that even our Y6 children should benefit from a regular story time in an environment fitting of the experience.



# 97%

Improvement on the last published KS2 reading outcomes from 2019.

Dan Simons  
Headteacher - Bodriggy Academy

We know that our whole school provision is much better now, something recognised by OFSTED. However, we believe that this new culture of reading for pleasure has been instrumental, with pupils now choosing to spend time with a book simply for the joy of it. Creating a wonderful space in the heart of the school ensures that our children are in no doubt as to the importance and value of reading. As one of our year 5 children said:



"It's like there's a warm glow around our school and it starts here in our library"

Year 5 pupil - Bodriggy Academy



## Trewirgie Infant School

At Trewirgie we have developed a bespoke curriculum for a unique school, based on the National curriculum and our local context.

A whole school, consistent committed approach has been essential to make the improvements required as has:

- Employing highly skilled experienced teachers who love the children, interact with them and form positive nurturing relationships.
- Embedding basic and fundamental knowledge of RWM. Building on this acquisition so that learners develop a bank of knowledge.
- Understanding the vital role of the EYFS in providing a positive school experience and securing positive learning habits.
- Enabling the natural learning capabilities within each child through a curriculum that captures their interest and sparks curiosity and exploration.
- Working with 'the end in mind' – identifying the skills that our children will need to be successful adults - creativity, communication and collaboration.
- Having high expectations. Children identify as Scientists, Geographers, Readers and Authors within their lessons. (Guardian STEM, disadvantage report parent perception; 23/1/24)
- Creating small steps progression which references and builds on prior knowledge. Providing opportunities for children to apply and retrieve learning through testing.
- Micromanaging the curriculum ensuring that it is accessible, relevant, meaningful and reactive.
- Using assessment to support understanding of the skill, knowledge, curriculum and academic gaps. This information gathering starts at Nursery and Reception level through home visits, parent questionnaires and school readiness surveys. This assessment knowledge shapes when, how and what we teach in the classrooms.
- Rooting the curriculum learning in the familiar -home, school, town, county, country; enables children to make links in their learning supporting them to know more, remember more and do more.



“They act with unwavering determination to improve the quality of education for pupils. Pupils now follow an ambitious curriculum that interests and excites them. Parents value the school being part of the community. They appreciate their children learning about the Cornish identity”

OFSTED March 2023



## A week in the Trewirgie Curriculum: Presented by year group leads

This week in the Nursery we have been continuing our exploration into pattern. Finding patterns, singing patterns, sorting objects and creating our own patterns with different resources. We have also been revisiting our Wiggle Weave activity from Healthy Movers and teaching our new children the activity. The telephone table has also been popular this week, phoning friends for a chat.

The reception children have continued with their challenges set by the Gingerbread Man! They have been scientists and investigated what might happen if they put the Gingerbread Man into different solutions - water, warm tea, vinegar and lemonade. The children used prediction skills to say what they thought might happen and then they carried out the experiment. They used their noticing skills throughout the experiment to notice changes that were taking place.



In maths the children have been introduced to the part whole model and have investigated different ways to split objects into two parts using loose parts and gingerbread men.

The Life Skills lesson this week has been all about using a knife and fork confidently to cut their food. They have learnt the 'stab, slide, saw' method and have practised on play dough food as well as when cutting up their own school lunches this week.

The Year 1 children went on their Winter visit to Crenver grove this week. The children were looking at the evergreen trees and plants. They found lots including Bristly Beard Lichen and Feather Moss. They also had to check for clues of dragons as they had heard that a dragon had been spotted. No dragon was sighted but lots of clues were found including a huge egg! Thank you to all the parents who helped to make this trip possible.

This week in Geevor, we have continued our geography topic work and we have been learning about human and physical features. We have identified which features are human made and which ones are made in nature. We then made some famous human and physical features and placed them on our world map.



This week in year 2, we have been using our geography fieldwork skills to read maps. We enjoyed exploring an ordinance survey map of Cornwall and identifying the symbols and their meaning.

Fred and Pete's Treasure Tales is a fast-paced and funny factual series for children aged 4-7. It follows Cornwall-based artists Fred and Pete as they spend their days hunting for treasure around the county. From silver balls to tin buckets, pirate flags to spiky fruit, each treasure they find has a story that Fred and Pete bring to life through their imaginative drawings and their mad-cap quest to uncover the treasure's secrets. Helping them on the way is Suzy, who runs the Museum of Cornish Treasures, and her friendly robot Archie. With challenges, songs and capers along the way, each episode takes the audience on an adventure through the incredible Cornish landscape and history in a fun, accessible format for young children. Our children, and Miss Maun, were lucky enough to be included within this series and help Fred and Pete learn some Cornish to help them in one of their episodes. It was a wonderful opportunity for the children and they all had great fun!



We are proud of our 68% of children achieving greater depth in reading at KS2, we believe this is one way to show that our approach to reading is working. Yet we don't rest on our laurels and are continuing to further develop our approach to reading.

Blackwater's curriculum continues to inspire and foster a passion for lifelong learning in our students. We have spent the year fine tuning the sequence of learning for each subject to ensure that content is not merely covered but learnt in context and revisited consistently to deepen children's understanding. In our July visit, OFSTED noted, 'Leaders have created a broad and ambitious curriculum. They have considered the essential knowledge they want pupils to learn.'

Our commitment to ensuring that the curriculum gives children a sense of place within their community and the wider world is evident through our 'Warrior Sessions', which have been expanded to all year groups. Throughout the school, children speak passionately about their wider curriculum learning and enrichment opportunities. Additionally this year, children have spoken confidently about our curriculum approach and the links between the previous learning and their current topic. This is due in no small part to the extensive work of our subject leaders to refine and prioritise key knowledge and skills in their curriculum area.

Evey Evison  
Headteacher - Blackwater Primary School



"Teachers understand this securely. They are supported by subject experts to ensure that they have the subject knowledge they need to teach the curriculum successfully."

OFSTED



"Leaders have created a broad and ambitious curriculum. They have considered the essential knowledge they want pupils to learn."

OFSTED



## Blackwater Primary School

Reading is at the heart of learning at Blackwater; this had been commented on this year by visitors, dyslexia friendly schools, PEL visits, governors and OFSTED, who wrote 'There is a strong culture of reading at Blackwater. This is promoted by leaders and staff.'

Children have a great start with our rigorous approach to phonics. Little Wandle has been successfully implemented and embedded. Children are assessed regularly and those at risk of falling behind are quickly identified and supported.

Alongside our rigorous approach to the teaching of reading we have a strong culture of reading for pleasure. Classrooms and shared areas are filled with books linked to current learning, children are read to daily and pupil voice consistently provides evidence that children enjoy reading.

Another strength is that we have a reading champion who constantly reviews children's progress and effort with AR reading. Books are regularly refreshed and book requests from children are followed up. Staff receive a weekly email update with the progress of individuals made clear. OFSTED also noticed this and commented 'Leaders select high-quality books that they want pupils to know well. As a result, pupils develop a love of reading and enjoy sharing their favourite books and authors.'



"While learning to read, pupils are taught the important knowledge they need to read successfully. They read books that match the sounds they know. This helps pupils to practise reading and build their fluency"

OFSTED

## Kehelland Primary School

Our approach to developing a curriculum, fit for our children who have a diverse background, was to think carefully about how to increase life chances overall - for all. We know that reading is a clear indicator of success academically and in wellbeing terms, in the short and long term, and so building reading into the foundation of our curriculum rather than it being an add on was fundamental for us.



Introducing a recognised, rigorous approach to the teaching of phonics with Read, Write, Inc in a tiny school had its challenges but was our first step. We had to commit to ensuring that it was the first thing we did each day and that all classes understood that we had prioritised reading. This allowed us to share staff across the school – not just KS1 - and have enough groups to deliver lessons to pupils at the right stage. Inadvertently, it drew the staff team together with all of us having the training and developing a coaching style where everyone was looking to give the best approach to the children every day. This rigor then transferred to other areas of our curriculum, with KS2 whole class reading sessions brought in and soon taking on the same systematic approach and a clear structure. We ensured our children were reading books matched to their level through schemes such as AR and ensured that teacher confidence was bolstered through team teaching and coaching strategies. Outcomes for children improved significantly and immediately. The confidence of teachers was transferred to the pupils who were making an excellent rate of progress across the board. This was also true of our priority children, who in some cases, had been quite stuck and found reading really tricky – they were understanding and succeeding because they had structure, rigor and the confidence to incrementally increase their knowledge and application of key skills.



We were also aware, based on our motto, that joy was very important. A love of reading is what would underpin and support our curriculum and individual success going forward. We ensured that all classes had novels mapped across our rolling programmes to share because they inspired awe and wonder, were linked to our curriculum and encouraged a love of stories. We introduced a story assembly each week involving the protected characteristics, to share a story and diverse viewpoints. This has proven to be a wonderful weekly treat, with rich discussion on the themes and voices in the stories, between staff and children of all ages. It has developed listening skills, analytical thought and given us the opportunity to show the children the world through books that we love. The older children rarely get to read a picture book together and many of them value this time hugely. On a Friday afternoon we also protected paired reading time, where children are grouped vertically in their house teams, and read to each other. Eldest with youngest and so on. Giving the children a reason for their reading in this way helped some of the more reluctant readers find a purpose in it. To bring joy to another child through reading and storytelling, supports a sense of success, confidence and accomplishment for several of our disadvantaged pupils who used to struggle to see themselves as readers.

Our Lighthouse Learning curriculum has been designed to ensure that children are immersed in learning, and so it is topic based and often topics are blocked. This works well for us in a small school and pupil voice and outcomes, supports our approach. We have used reading as a tool to facilitate the learning in all of our other subjects by mapping the topics and when we teach them, to the texts in reading lessons, assemblies and so on. Our reading curriculum either pre-teaches, recalls and retrieves or reinforces learning in all subjects. This was complicated but necessary work to ensure that reading and learning have an acute symbiosis within our curriculum. It essentially puts reading at the centre of all we do and all we teach, and utilises reading as a way to facilitate joy, success and development for our children and staff alike.

Ellie Watkins, Headteacher- Kehelland Primary School

  **“It makes us quicker readers and we learn new different words!”**  
Fynn, Year 2 pupil at Roche CP School

Jeremy Walden, Headteacher - Roche Primary School

Roche CP School have begun a new approach to teaching reading this year.

Following visits to high achieving schools in areas of deprivation in London, school has changed its approach to teaching reading. The School's phonics provision has been very successful recently with 100% of Year 1 children passing the phonics assessment last year but they still struggled to get the outcomes they wanted at the end of Key stage 2. The new strategy implements a consistent instructional model for comprehension. The strategy has been developed in house building on research as well as good practice from other successful schools. Children have been very positive about the new approach. They like the structure and the emphasis on success. 'I think I am going up in my reading on AR. I am reading more books, I get 100% for my AR tests. I think my partner has got better as well!' Hollie Year 4

They love learning new vocabulary and school is seeing increasing application of this vocabulary in children's writing.

Excitingly, the strategy has been shared with a group of TPAT schools who have taken the model and implemented their own versions to suit their settings. This has provided an opportunity to now share and develop consistent best practice within the group of TPAT schools.

Over time they expect to see standards in reading continue to improve as the strategy becomes embedded.

# Secondary School Improvement

## Focusing on developing whole school approached to Literacy

Literacy is of critical importance as a foundation of all learning. 'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.' (EEF). All TPAT secondary schools have developed and embedded whole school approaches to literacy with Phase 1 focusing on reading and vocabulary. These two core aspects of literacy are the first phase of development, with future phases (for 2025 and beyond) moving forward strategies to raise standards of writing and oracy.

The common principles which underpin our Secondary reading and vocabulary strategies are:

- A 'reading culture' permeates our Schools, with students and staff sharing and celebrating reading within and beyond the curriculum.
- A broad, rich and multicultural diet of literature which ensures all children both enjoy and value reading.
- Frequent opportunities, every day, to read and improve vocabulary. Literacy skills are explicitly and deliberately taught in every lesson.
- A focus on disciplinary literacy with a common understanding of the fundamental importance of literacy in all subjects.
- Explicit vocabulary instruction for tier 2 and tier 3 vocabulary to ensure all children can access the curriculum.
- Targeted additional support precisely focused on need to raise standards in reading for all children and particularly those who are below their age related reading standards.

Whilst each school has developed its own strategy, responding to their unique needs and context, there are also common approaches which all schools have adopted:

- Diagnostic assessment of children's reading ability so that intervention can be targeted to improve standards.
- Students are taught specific reading skills such as skimming, scanning, decoding, comprehension and inference across the curriculum
- Tutorial sessions where tutors read aloud and students follow along either in their own copy of the text or through a visualiser
- Explicit vocabulary instruction, including pronunciation and etymology (where appropriate);
- A complementary 'home reading' programme

The TPAT Literacy Network continues to support the development of literacy and to provide a platform for literacy leaders to share practice, approaches, successes and challenges. Alongside this Network, our Librarians also meet regularly to promote our school library facilities and ensure books and reading are at the heart of our educational offer.

Jan Woodhouse  
Trust Secondary Education Lead



## Hayle Academy School Literacy Development

Hayle Academy has seen a seismic shift in the development of a reading culture and the promotion of Reading for Pleasure. We have achieved this by bringing reading into almost every aspect of school life. We have introduced a daily Home Reading programme for all students across years 7 to 9 as the key component of their home learning, and we now see 87% of students (aged 11 to 14) reading every day which compares to national data showing only 28% of children who are reading daily.

# 87%

Students in KS3 are reading daily.



We have designed a new tutor reading programme for years 7-11, where for three days a week, students are exposed to their tutors modelling high-quality reading using carefully selected texts mapped to their personal development descriptors.

We have carefully crafted a cohesive support programme for students reading below their chronological age ranging from daily peer reading opportunities to the use of specialist programs (Lexia PowerUp) to small daily intervention classes led by our Literacy Specialist Tutor, with students moving up and into these provisions. These are tracked and reviewed every six weeks.

We have relaunched our library, placing it in the heart of the school and investing in entirely new furniture and resources.

The result of this change in culture has meant that the majority of our students now say 'they have a positive attitude to reading' (SIP Visit Dec 2023). Alongside this, there has been significant progress made across all of KS3. Our Year 7 cohort has seen an increase in students reading at their chronological age from 63% in October 2023 to 71% in December 2023 and Year 8 from 48% to 63%.

Sam Joyce  
Secondary Literacy Lead

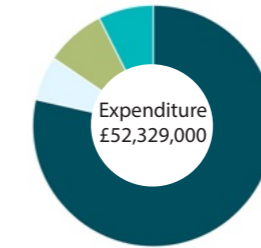
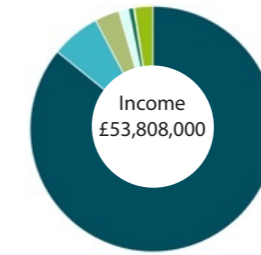


## Finances & Resources

The Trust received an unmodified audit report from our external auditors, Bishop Fleming, with no current or prior year control points.

The Trust grew significantly in-year with the addition of new schools enhancing the potential for increased buying power across the Trust. Grant allocations awarded to the Trust for condition improvement continue to be directed towards investment in our facilities where they have the greatest impact for our pupils. The Trustees applied a Reserves Policy where reserves are held for reinvestment in individual schools, for specific capital projects, curriculum investment and to mitigate the temporary impact of reductions to funding. Income and Expenditure, excluding technical adjustments associated with the new schools, are shown in the pie charts.

Sam Davis  
Chief Financial Officer



## HR & Professional Development

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

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

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.

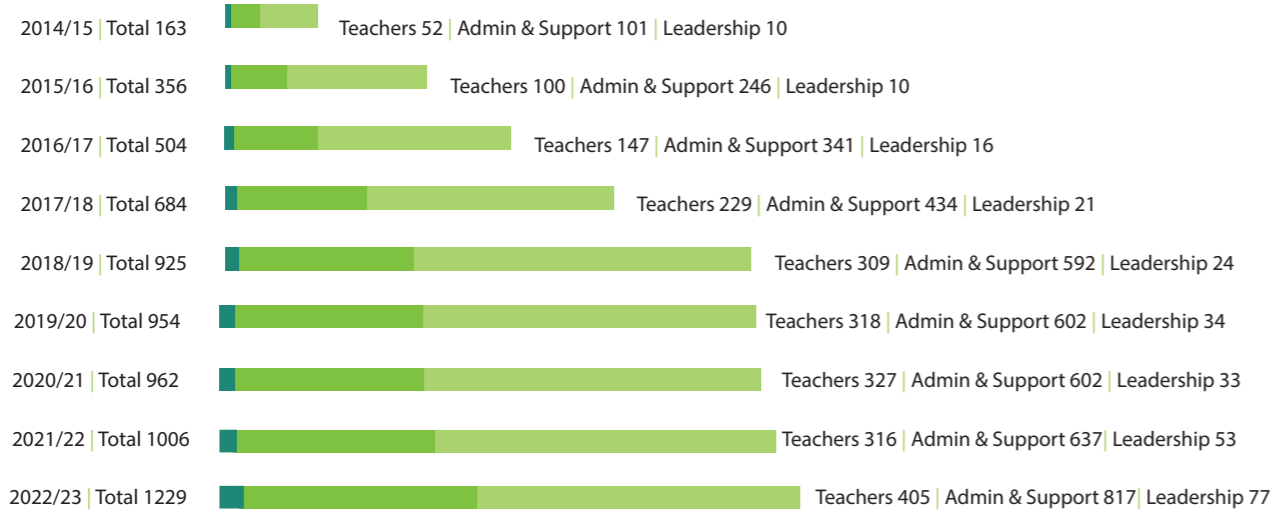
There have been ongoing development of CPD opportunities within TPAT this year for both Teaching and Support Staff.

Harriet Andrew  
Director of People and Strategies



## Staffing 2014 - 2022

(Data from published financial statements)



## Capital Investment

The Trust received £3.664m in capital funds during 2022/23. The main sources of funding were:

- Schools Condition Funding (SCA): £2.220m
- Specific Grant the Department of Education (DFE): £0.550m
- Devolved Formula Capital: £0.288m
- Other Grants and Donations: £0.061m
- LA Capital Grants: £0.545m

The schemes funded through School Condition Allocation this year related to:- the replacement roof at Berrycoombe School that will utilise almost sixty percent of the annual allocation. Another large scheme were the replacement boilers at Hayle Academy.



Lanivet Primary School - SEN Cabin

Other schemes included significant fencing installations across a range of schools enhancing the safety and playing spaces for the students and compliance works included fire protection works at Berrycoombe and Sennen Schools, a replacement oil tank at St Just Primary and toilet refurbishment at Mousehole Primary.

The larger projects funded by LA capital grants included the provision of a SEN cabin at Lanivet School, the provision of new access ramps at Hayle Academy and Pendeen Primary, and the installation of specialist facilities at Gulval, Hayle and Alverton Schools. There were also significant approvals totalling £2.23m received in the year for a major expansion scheme at Bodriggy School to provide four additional classrooms and related facilities and an ARB unit at Pensans School, these works will be completed in 2023/24.

Schools have also funded capital projects from their own resources, these included the first phase roll out of the IT Advantage program to provide Ipads to students totalling £0.502m, Outdoor play equipment at St Dennis and Sennen Schools, reception refurbishment at Hayle and various school environment refurbishments.

Chris Pickles - Director of Operations



Mullion Primary School - Play Area

## Governance

The governance team continued to support governors and schools across the Trust with training, support, advice and streamlining compliance areas such as exclusions and complaints. Over 30 training sessions were delivered throughout the year with over 200 participants. Anita Firth became the Chair of the Trust Board and a number of new local governors were welcomed into the Trust.

The governance strategy for the year included continuing to ensure our communities are well represented through the Local Governance Boards in the Trust, helping to enable schools to maintain their distinctive nature by a focus on governor recruitment.

Bex Couch  
Head of Corporate Governance

“The informative training has given me the knowledge to carry out my governor role with confidence”

Chacewater Primary School Governor



## Perranporth Academy

TPAT are excited to announce the opening of Perranporth Academy in September 2026. In partnership with Cornwall Council and the Department for Education, our new secondary school will provide a broad and rich curriculum with Science Technology, Engineering, Creative Arts and Maths (STEAM) at its heart. Alongside purpose-built sports facilities, our brand new school will offer modern and inspiring facilities for music technology, performing arts, design technology and science. The school will serve the local communities of Cubert, Goonhavern, Perranporth, Mithian, St Agnes, Blackwater and Mount Hawke and will open to applications for places in Year 7 only from September 2026. Planning approval is expected to be confirmed in the Spring Term 2024 with construction starting in August 2024. Families interested in learning more about the opportunities at Perranporth Academy should contact enquiries@perranporthacademy.tpacademytrust.org and more details are available on our TPAT website.

Jan Woodhouse  
Secondary School Improvement Lead

Opening in September 2026.



# Trustees and Members

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## Members

Mr P Callen (Corporate Member)  
Mr M Tucker  
Mrs V Pearson  
Mr D A J Walrond (resigned 27 April 2023)  
Mrs A Firth (appointed 1 September 2022)  
Mrs M E Winser (appointed 1 September 2022)

## Trustees

Dr J Blunden CEO, Accounting Officer  
Mr J Dunn  
Mrs A Firth  
Mr J Green  
Mr M Tucker (appointed 26 April 2023)  
Mr D J Austin  
Mr S Cryer (resigned 10 January 2023)  
Mrs S Flack  
Mr A Vantor (resigned 16 March 2023)  
Mrs A Bull  
Mr A Milliner

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