

Inspection of Truro Learning Academy

Albany Road, Malabar, Truro, Cornwall TR1 3PQ

Inspection dates: 27 and 28 June 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

What is it like to attend this school?

Pupils at Truro Learning Academy follow their school rules to 'be kind, be safe and be ready'. They are respectful to adults and their peers. Typically, pupils display their 'wonderful walking' when moving around the school in an orderly manner.

Pupils feel safe because they have trusted adults who support them with their worries. Pupils are empathetic to the needs of others, both in school and wider afield. The caring and nurturing staff quickly build positive relationships in this inclusive school. Pupils with special educational needs and/or disabilities (SEND) thrive as a result.

Pupils are ready to learn. Most enjoy their lessons because they learn an ambitious curriculum. Pupils make regular visits in their local community that enhance their learning. For example, they visited a local maritime museum to link to their learning about Vikings. Some pupils also participated in a Shakespeare festival.

Pupils value the many opportunities that they have to take on school responsibilities. For example, Year 6 pupils are 'reliability ambassadors' who support lunchtime staff or help younger pupils to learn and play. Pupils are well supported to pursue their talents and interests. They take part in a range of extra-curricular sports clubs, as well as a choir and a rock band.

What does the school do well and what does it need to do better?

Leaders are determined in their approach to school improvement. They ensure that all staff have the right knowledge and expertise to provide a good quality of education. Leaders use relevant research and pertinent professional development in this work. Staff highly value this support, as well as leaders' consideration of their workload. They enjoy working in a school that helps everyone and places well-being at the forefront.

Leaders have a sharp focus on reading. Children learn to read as soon as they start school. The well-thought-out phonics curriculum ensures that pupils learn the sounds that letters make. Sometimes, pupils need additional help when in the early stages of reading. The support that these pupils receive is highly effective. Therefore, all pupils are supported to read fluently. Pupils say that they enjoy reading and often read for pleasure, as well as throughout the wider curriculum.

Leaders have worked to strengthen the curriculum. In some subjects, this work is complete and pupils learn well. This is because the curriculum is sequenced carefully to support pupils' learning to build in difficulty. For example, in design technology, younger pupils learn the importance of healthy food and skills, such as chopping. This eventually leads to Year 6 pupils designing and cooking a three-course meal. However, in some subjects, curriculum development is in its early stages. Leaders have not clearly identified the important knowledge, concepts and vocabulary that

they want pupils to learn. This hampers how well pupils learn over time in these subjects.

Staff are ably led by the special educational needs coordinator (SENCo) to support pupils with SEND. They identify barriers to learning precisely. Staff make effective adaptations to the curriculum so that pupils with SEND achieve well.

Staff routinely check what pupils remember. For instance, in mathematics, regular recall activities help pupils to build their fluency in number. This begins in the early years, where children use engaging number stories to learn how to count and to understand words such as 'more' and 'fewer'.

As soon as children start school in the Nursery, they develop positive relationships with adults and their peers. This helps children to feel secure so that they build in independence, confidence and resilience. The curriculum, and the way in which this is taught, prepares children well for Year 1 and beyond. For example, children in the Reception Year confidently used their understanding of phonics to construct sentences about rockpools.

Leaders place pupils' personal development at the forefront of their work. Pupils become active citizens through assemblies, as well as by becoming school councillors or eco warriors. They understand the challenges that people might face. For example, older pupils understand issues such as racism or how people may be treated if they have a disability. They know that everyone should be treated fairly and with respect. Pupils link their school values to British laws and know why these are important.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding in the school. They tenaciously follow up any concerns so that pupils get the timely help and support to be safe. Staff receive regular safeguarding training and they report concerns promptly. The pastoral mentor engages effectively with a range of external agencies to offer the right support to parents and carers. Leaders check that the trust team has recruited staff and volunteers in line with required procedures.

Pupils learn how to keep themselves safe. They understand the importance of consent in healthy relationships. Pupils also know how to use online technology responsibly and safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the knowledge, concepts and vocabulary that pupils need to learn, and by when, are not clearly identified. Therefore, in these subjects, pupils

do not build up their knowledge in sufficient depth or make meaningful links with what they have learned before. Leaders should ensure that the curriculum, in all subjects, clearly identifies what pupils should know and how this builds over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 139960 |
| Local authority | Cornwall |
| Inspection number | 10268231 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 2 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 207 |
| Appropriate authority | Board of trustees |
| Chair of trust | Penny Shilston |
| Headteacher | Francesca Humberstone (Head of school) |
| Website | www.truroacademy.org.uk |
| Date of previous inspection | 22 June 2021, under section 8 of the Education Act 2005 |

Information about this school

- Truro Learning Academy is part of Aspire Academy Trust.
- Since the previous inspection, there have been significant staffing changes within the school.
- The school uses one registered alternative provision.
- There is a nursery for two-, three- and four-year-old children.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, the deputy head of school, the SENCo, and the pastoral and learning support mentor. The lead inspector met with multi-

academy trust leaders. She also met with the chair of the trust board and the hub councillor for the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also considered the curriculum in some other subjects.
- The lead inspector spoke with the designated safeguarding lead and the deputy designated safeguarding leads to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern, and engagement with external agencies.
- The inspectors spoke with staff and pupils throughout the inspection to gauge their views on the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. Parents spoke to an inspector at the start of the day. Inspectors also considered responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector

His Majesty's Inspector

Jonathan Gower

Ofsted Inspector

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