

Inspection of Trenance Learning Academy

Trenance Road, Newquay, Cornwall TR7 2LU

Inspection dates: 3 and 4 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Ofsted has not previously inspected Trenance Learning Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Trenance Infant School to be outstanding, before it opened as Trenance Learning Academy, as a result of conversion to academy status.

What is it like to attend this school?

Trenance Learning Academy is a caring and welcoming place, where pupils are 'in school, on time, every day, learning ready.' This is because they love to learn, which they do through an exceptionally high-quality curriculum. Staff have very high expectations for all pupils, which they meet with a thirst to know more. Parents and carers are overwhelmingly positive about the school.

Pupils are 'change makers'. Many take on school responsibilities, such as well-being champions, fab friends, safety ambassadors and school councillors. At the heart of the school's work is the community. Pupils relish the many chances they have to improve their school and local area. For example, pupils worked with local councillors to build flower beds to improve nearby parks.

Pupils' behaviour is exemplary. They show high levels of self-control and respect, which they learn as soon as they start school in the Reception Year. Good manners are routinely on display. Pupils enjoy receiving 'TLA tokens' as a reward for following the six golden rules.

Pupils participate in a rich range of experiences throughout their three years at the school. They visit and learn about local landmarks, which helps them to understand the history of their seaside town. By the time pupils leave the school, they are independent, resilient and extremely well prepared for their next steps.

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

Leaders are relentless in their vision for pupils to have 'a love of life and learning, to thrive and fly'. They have developed a highly ambitious curriculum in all subjects. Within the 'three years, nine terms, 570 days' that pupils attend this school, every minute is a learning minute. Through well-thought-out curriculums, pupils learn exceptionally well and make thoughtful links between different aspects of their learning. For example, when reading about rainforests, pupils use their geographical knowledge to identify their locations.

Leaders' exacting approach to curriculum development begins with reading. There is a sharp focus on ensuring that all pupils learn to read successfully. Highly skilled staff follow the school's phonics and reading curriculums with precision. Children in the Reception Year quickly learn the alphabetic code, which means that they read and write with independence. Through this work, and with additional support where needed, pupils become confident, fluent readers. They read regularly for pleasure and understand that books are the gateway to further learning.

Staff routinely check what pupils know and can do. They encourage pupils to use their 'oracy' skills to talk articulately about their learning. This means that misconceptions are addressed immediately, which supports pupils to deepen and make links in their learning. Pupils with special educational needs and/or disabilities

(SEND) benefit from this high-quality approach to learning. They have the right support to meet their needs, which ensures that they learn well. The nurturing, caring staff guide those pupils who sometimes struggle to manage their own feelings. As a result, pupils with SEND excel.

Children in the early years get off to a flying start. They quickly become decision-makers in their own learning, which is facilitated by highly expert staff. For example, in their 'plan, do, review' sessions, children speak in full sentences to explain the area they are going to learn in and why. They develop their resilience and self-confidence, as well as their independence in their learning and self-care.

Pupils' personal development is the foundation of leaders' work. Pupils learn to become active citizens of the world, and they take their responsibilities seriously. For example, pupils debate issues linked to deforestation and decide how they could take action in their community. Similarly, after learning about plastic pollution, pupils and their families took part in a local beach clean. Pupils quickly develop a strong moral compass and are actively encouraged to use their voices to share their thoughts and opinions. They also learn about important and inspirational people from diverse backgrounds. This enables pupils to have high aspirations for themselves as they grow into adulthood.

Staff and parents alike describe Trenance Learning Academy as 'a special place to be'. They value greatly the deep sense of care and support that they receive from both school and trust leaders. Staff participate in relevant and informative professional development. They are knowledgeable practitioners. All staff report that managing their workload and well-being is a high priority for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are unwavering in their approach to safeguarding pupils. High-quality safeguarding training supports staff to report worries in a timely way. Leaders act upon these concerns tenaciously to ensure that pupils are safe from harm. They engage well with a range of external agencies. Leaders make the right checks when new staff join the school, and the trust thoroughly checks this work. Staff know that 'safeguarding is everyone's business'.

Pupils learn how to keep safe. For example, they learn about water safety and surf lifesaving, which are important for the coastal area in which they live.

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

Unique reference number	136312
Local authority	Cornwall
Inspection number	10267860
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	Board of trustees
Chair of trust board	David Parker
Headteacher	Matt Williams
Website	www.trenance.kernowlearning.co.uk
Date of previous inspection	26 and 27 April 2010, under section 5 of the Education Act 2005

Information about this school

- Trenance Learning Academy converted to become an academy school in February 2012. When its predecessor school, Trenance Infant School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Kernow Learning multi-academy trust.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteachers, the attendance and inclusion lead and the special educational needs and disabilities coordinator. The

inspector met with multi-academy trust leaders. She also met with the vice-chair of the trust board and representatives of the local governing board.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and religious education. 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 leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, and records of concern and engagement with external agencies.
- The inspectors spoke with staff and pupils throughout the inspection to gauge their views of the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. Inspectors also considered responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector	His Majesty's Inspector
Julie Barton	Ofsted Inspector
Jonathan Gower	Ofsted Inspector

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