

ANNUAL REPORT 2026

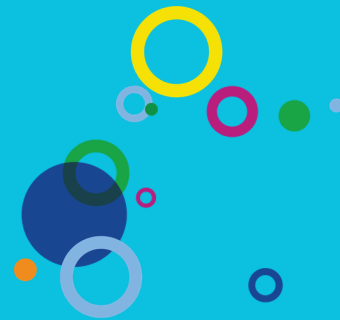


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CEO's Welcome

As I begin my new role as CEO, I feel incredibly privileged to be able to continue to work alongside everyone that makes Crofty: our pupils, staff, school leaders, Trustees, local governors, families, and community partners.

We know that we are working in challenging times and we are, more than ever, guided by the fact that we are 'creating tomorrow' in the work that we do. Our schools work relentlessly to build a sense of belonging for all our children ensuring that they are able to benefit from a breadth of opportunities that support them to grow as curious, resilient and confident learners. We have so much to celebrate in terms of our children's academic achievements, both individually and collectively, but also in the many ways all our children achieve outside of this. Our school pages within this report illustrate just a small sample of the wonderful work that is going on every day.

Equally inspiring is our pupils' commitment to being active agents of change within their local environments and communities. Through our Trust Councils — the Eco Council, Trust Parliament, and Coastal Crew — children across our schools are collaborating on vital sustainability projects, marine conservation, and charitable fundraising, demonstrating true leadership and recognition of their place in the world. This sits alongside the excellent work that is being done at individual school and community level.

These achievements are made possible by our exceptional workforce. School staff are tireless in their drive to support and champion the children in their care. Schools in turn are supported in their roles by our shared operational, finance, estates, and ICT teams who work to maintain safe, digitally modern, and financially sustainable learning environments. Guided by our people strategy framework to Connect, Care and Grow, we remain firmly committed to investing in staff wellbeing, professional development, and employee support. Our stated recognition that we are a team of teams is critical; we know we achieve far more working together.

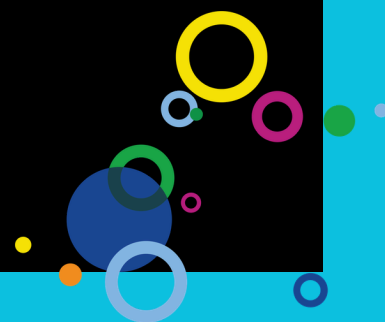
Looking ahead, we remain deeply ambitious for the future. Through our never-ending desire to provide the very best teaching and learning experiences, robust governance, effective operational support, and close partnership with all our stakeholders, we will continue to do everything we can to ensure that every child knows that they belong and has all they need to learn and grow.

Thank you to our entire Trust community for all that you do; please know that every one of you is valued and needed.

Cathryn Andrews



CEO WELCOME
CATHRYN ANDREWS



CHAIR OF TRUSTEES

MIKE HOSKING



Chair of Trustees' Summary

As Chair of Trustees, I am delighted to reflect on another successful year across our Trust. The achievements highlighted throughout this report demonstrate the ambition, dedication and collective strength of our pupils, staff, leaders and communities. Across our schools, children have benefited from an exceptional breadth of opportunities that have enriched learning, developed character and nurtured a strong sense of belonging.

Throughout the year, pupils have celebrated achievements academically but also in sport, performing arts, STEM, environmental leadership and community engagement. From sporting victories, mathematics competitions and robotics projects to theatre partnerships, outdoor learning, sustainability initiatives and celebrations of Cornwall's unique culture and heritage, our schools continue to provide experiences that inspire children to be curious, resilient and confident learners. Equally impressive has been the commitment shown by pupils to serving their communities through charitable fundraising, intergenerational projects, environmental action and local partnerships.

These successes are underpinned by strong and effective governance. Trustees remain focused on providing strategic leadership, robust challenge and supportive oversight, ensuring that every decision is made in the best interests of children. Throughout the year, the Board has maintained close scrutiny of educational outcomes, safeguarding, financial sustainability, risk management and organisational development, helping to ensure that high standards are maintained across all areas of the Trust.

Alongside this, the Trust continues to benefit from a highly effective operational function which works tirelessly behind the scenes to support schools. Our central teams provide expertise across finance, human resources, estates, information technology, governance, compliance and procurement, enabling school leaders to focus on delivering high-quality teaching and learning. Significant work has been undertaken to ensure our schools remain safe, well-maintained and financially sustainable, while continued investment in ICT infrastructure has enhanced digital learning opportunities for pupils and staff alike.

Supporting staff wellbeing remains a key priority. The Trust recognises that thriving schools depend upon a valued and supported workforce, and we continue to invest in professional development, wellbeing initiatives and employee support services. This commitment helps us attract, develop and retain talented staff who are dedicated to delivering the very best outcomes for children.

I would like to extend my sincere thanks to our pupils, staff, families, volunteers, community partners, and fellow Trustees for their unwavering commitment and support throughout the year. Together, we have achieved much to celebrate.

These successes have been guided by the leadership of our former Chief Executive Officer, Simon Hague, who retired this year after making a significant contribution to the Trust. Simon leaves behind a strong legacy and firm foundations upon which we can continue to build.

As we look to the future, we remain ambitious for every child and confident in the leadership of our new Chief Executive Officer, Cathryn Andrews. Through strong governance, effective operational support, and a shared commitment to excellence, we are well placed to continue providing outstanding opportunities for every pupil to thrive, succeed, and realise their full potential.

Mike Hosking

CROFTY TIMELINE

18
SCHOOLS

580
STAFF

4,048
PUPILS

2016

Original Trust formed by;
Illogan, Pencoys, Portreath,
Roskear, Rosemellin,
Treloweth.

2017

Weeth, Lanner and
Pennoweth join Crofty

2023

Garras, Godolphin,
Halwin, Parc Eglos,
Porthleven, Sithney
and Trannack Schools
join Crofty.

2025

Penpol and Marazion
School join Crofty



GOVERNANCE

OUR TRUSTEES



Mike Hosking - Born in Redruth, Mike spent almost 50 years working in local government first of all in Cornwall, but then with long spells in both Central London and Cambridgeshire.

Nick Lake - Starting his career in Precious Metal Engineering in London Nick moved to Cornwall in 1976. There he started his entrepreneurial career experience in retail and wholesale.

Matt Brierley - Matthew is an Osteopath with 27 years of practice across both private and NHS sectors. After graduating from the British School of Osteopathy in London, he began his career in New Zealand before returning to the UK to take on and grow a multidisciplinary clinic in Cornwall.

Karen Brokenshire - Karen has an extensive background in Education. In her early career she taught across a range of schools working in different management and leadership roles.

Amy Claridge - Amy has worked in public service for the past 14 years, across two local authorities and now in NHS England. She has experience in data analysis, risk management, commissioning and procurement, project and programme management, and managing multi-million pound budgets.

Ross Schreiber - Ross has spent 20 years as a Commissioned Army Officer in the Royal Engineers. His career started out as a Project Manager, delivering construction tasks as well as providing mobility and survivability support, with operational tours of Northern Ireland and Afghanistan.

Peter Sheppard - Peter is the managing director of Drillserve, an international mining equipment company. He has been a governor at Redruth school since 1998. He also a trustee of Camborne school of mines, Heartlands charitable trust and King Edwards mine charitable trust.

Rachael Woodhead - Rachael is an experienced arts leader who champions access to the arts for all. She has worked extensively in youth arts and arts education; supporting creative practitioners and working with schools, communities and cultural organisations to enrich arts engagement, promote creative health and wellbeing, and broaden inclusion.

Rachel Martin - Rachel is a qualified Chartered Accountant who has spent over 20 years working in the charitable and educational sectors. Rachel is passionate about ensuring pupils across the South West receive a high quality education and uses her leadership and operational skills from her role as a Chief Finance and Operations Officer for another Education Trust.

LOCAL GOVERNANCE COMMITTEES

Playing a vital role in our trust - these school based committees provide strong oversight and accountability at a local level. They are central to promoting the wellbeing of both staff and pupils. with a clear focus on safeguarding, SEND and stakeholder view, the LGCs ensure that all our children are consistently supported and championed. through balance of constructive challenge and informed support, these committees work closely with school leaders to strengthen practice and outcomes. They contribute to the trusts strategic direction, ensuring decisions reflect the needs of our communities.

THIS IS US

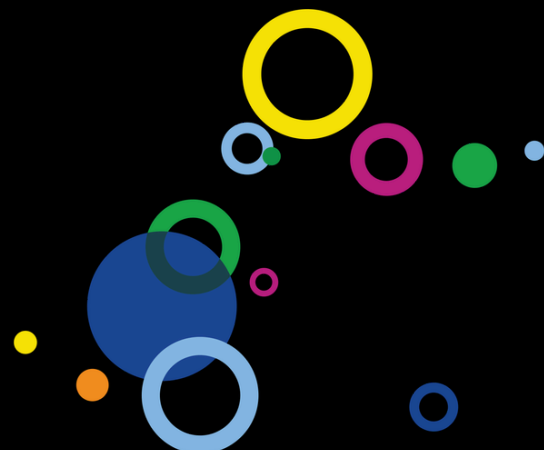
As individual parts, we are made up of 18 schools and a shared services office. We are, however one organisation; a team of teams.

We know that to be the very best we can be as an organisation, we are stronger working together. We balance this with ensuring that our schools retain their individuality serving their unique communities. Our 'This is us' statements give us a shared narrative of what we are all about. The questions we ask and answer are derived from Lencioni's work on strong organisational units. Our ambition is that these words are known and owned by every member of our teams and beyond this, that each individual knows that they are seen, heard, valued and needed as an integral and essential part of our Crofty team.

As an organisation...

**WHY DO
WE EXIST?**

**Together,
we are creating
tomorrow.**



As an organisation...

WHAT DO WE DO?



Be agents of change
to positively impact
our environment.



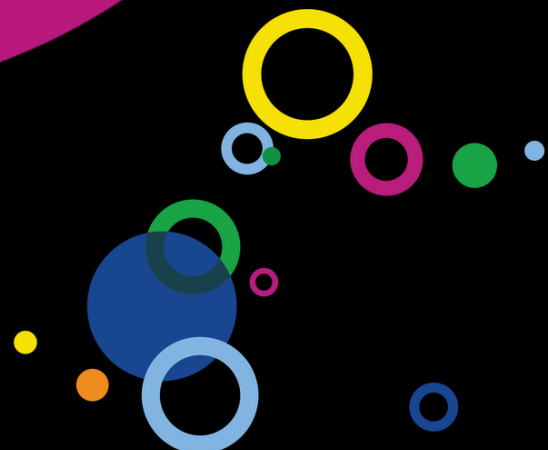
OUR STRATEGIC OBJECTIVES

What are we trying to
achieve as a trust?



Create exceptional
schools that equip
children to make
informed, positive
choices.

Grow the reach of the
Trust, working alongside
our communities, so that
we all thrive.



As an organisation...

HOW DO WE BEHAVE?



WE EXPECT...

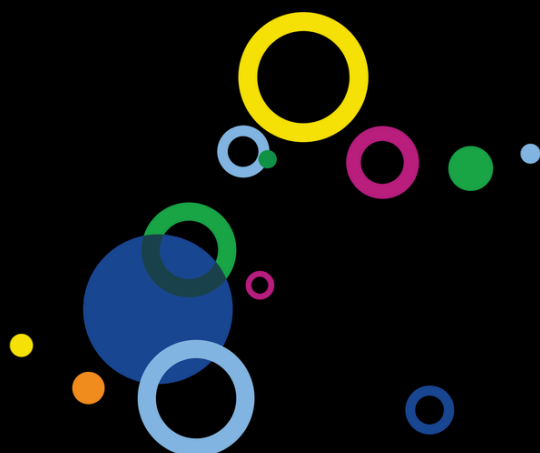
Integrity
Positivity
Respect

WE STAND OUT FOR...

Learning
Community

WE STRIVE FOR...

Innovation



As an organisation...

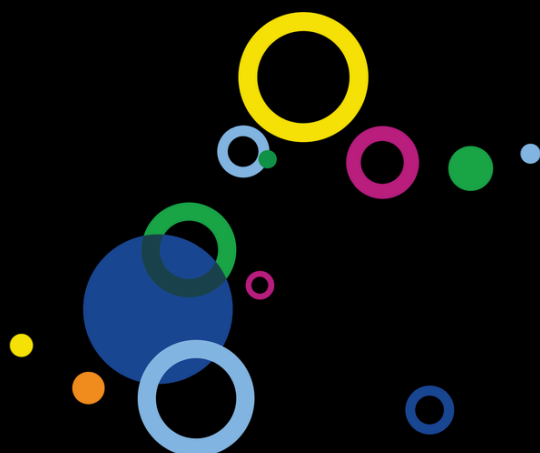
WHAT IS OUR CORE STRATEGY?



CONNECT

CARE

GROW

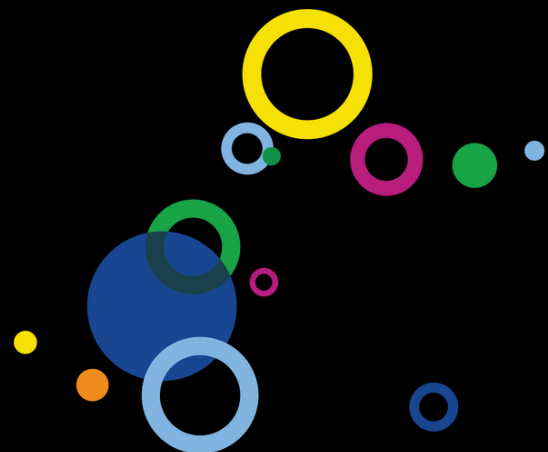


As an organisation...

**WHO DOES
WHAT?**



**A team of teams
bound by trust
and shared
purpose.**



SCHOOL IMPROVEMENT

Part of our Children's Strategy

**70% of Reception children
achieved a good level of
development**

**86% of year 1 children
attained the required
level in the
phonics screen**

**48% of year 4
children scored full
marks in the
multiplication check**

**In year 6, 73%
of children attained
the expected level in
reading, 70% in writing
and 73% in maths.**

**58% of
children achieved
the expected level in
all 3 areas, reading,
writing and maths.**

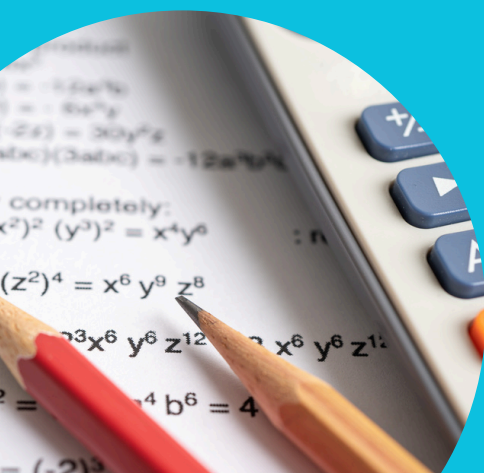


SCHOOL IMPROVEMENT

Part of our Children's Strategy

Achievement highlights

- Our Reception Good level of development has been above national for the last 4 years
- Crofty has closed the Good level of development gap for disadvantaged children
- Our Good level of development attainment for reception is inline with national
- Our phonics screening check outcomes are consistently above national
- Year 1 phonics screening continues to be in line for disadvantaged pupils
- Year 4 multiplication tables check is improving and above national for the past 3 years and projection is that it will remain above national this year
- Key stage 2 year 6 writing is broadly in line with national data
- Crofty has a 3-year improving trend on children achieving Greater Depth in writing
- Key stage 2 Reading is broadly in line with national data
- Crofty's percentage of children who are Ever 6 achieving combined reading, writing and maths improved by 2.5% in 2026
- Key stage 2 reading, writing and maths is broadly in line with national data
- Increased number of children with Education and Health Care Plans achieving expected in Reading at the end of Key stage 2
- Increased number of children with special educational needs or disability and Education and Health Care Plans achieving Expected in maths at the end of Key stage 2



SCHOOL IMPROVEMENT

Part of our Children's Strategy

Working in Partnership

- Continued working partnership with The GLA-peer visits from both Trusts
- Ongoing engagement with the Confederation of School Trusts.
- Our School Improvement Officer (inclusion) was the guest speaker at the University of Gloucestershire's Inclusion Conference
- Chief Executive Officer and Director of Education are Trustees in other Trusts in the South West
- A revised internal Continued Personal and Professional Development package enabling individual pathways to 'rising star' or 'rock star'
- Sue Schmitt- Department of Education Handwriting expert speaking at our Trust inset day
- Three Crofty Schools working directly with Paul Dix
- Professor of Childhood Speech Sound Disorder & Behaviour Change/Consultant Speech and Language Therapist supporting our Trust speech and language work
- Whole Trust work on sensory environments working with Special Partnership Trust and funded by Cornwall Council
- Recruitment of specialist curriculum leads for September 2026

Inclusion Data:

- *Education and Health Care Plans at 4.1% is equal to primary national at 4.1%*
- *Special Educational Needs and Disabilities support at 18% is above primary national at 15.4%*
- *Crofty combined Special Educational Needs and Disabilities is at 22% which is higher than national primary 19.5%*



OUR PEOPLE STRATEGY

Part of our People Strategy

We know that an organisation is nothing without its people. For us, a people strategy should encompass, and be meaningful to, all of our people; staff, children, governors and our wider community.

Our core elements of connect, care and grow form the people strategy framework in which we work. While we already have some strong practices and approaches, we know that codifying our approach within this framework provides a shared language that enables more robust reflections. Furthermore, with clarity around our framework of approach,

people can understand what drives our organisation and the values that we uphold.

Within each core element are three strands. We review our work within each of these strands on an ongoing basis. This enables us to identify where we need to focus our attention to further strengthen our offer. It also enables us to identify where it may be beneficial to disrupt our current approach and undertake a 'big shift' for the better.

Whilst incredibly rewarding, our work can be challenging. We want, and need, our staff to feel motivated. Inspired by Daniel Pink's model of motivation, we consistently consider the extent to which our approaches are enabling individuals to share a defined sense of purpose and feel supported to develop autonomy and mastery within their roles.



FINANCIAL OVERVIEW

The Finance team run a highly centralised function. Amongst the team's responsibilities are managing the creditors and debtors ledger, banking, VAT returns, annual accounts and audit and payroll for the Trust. They also support the preparation of the annual budget and monthly management accounts. The work of the Finance Team is integrated in many key decisions the Trust makes so this small, but experienced, team plays a critical role in the overall success and security of the Trust. Current and future challenges for the team include the impact of inflation including on staffing costs and the national decline in birth rates reducing the number of children requiring school spaces (and the direct correlation on reduced funding).

INCOME & FUNDING RECEIVED: £25.1 MILLION

CURRENT RESERVE POSITION: 4.1% TOTAL FUNDING (TARGET 5% TO 8.33%)

THREE-YEAR RESERVE POSITION: AUGUST 2027 4.73% AUGUST 2028 6.42% AUGUST 2029 8.54%

INCOME & EXPENDITURE PER PUPIL: INCOME £7,346 EXPENDITURE £7,522

% FUNDING/INCOME SPENT ON DIRECT STAFF COSTS: 84.5% (TARGET 80%)

% FUNDING/INCOME SPENT ON SHARED SERVICES: 6.47% (TARGET 5% TO 6%)



ESTATES

DELIVERED IN 2026



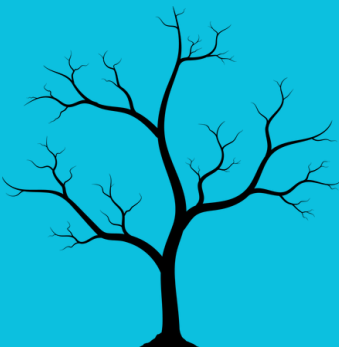
**31 CAPITAL PROJECTS
INCLUDING, NEW
CLASSROOMS, HEATING
SYSTEMS, TOILET AND FIRE
IMPROVEMENTS**



**FUNDED BY £688K TRUST
FUNDING, £192K
GRANTS/DONATIONS
AND £255K PFI**



**5% ENERGY
REDUCTION**



**11 SCHOOLS SUFFERED
SEVERE STORM GORETTI
DAMAGE COSTING IN
EXCESS OF £60K - WITH
£36K UNINSURED**

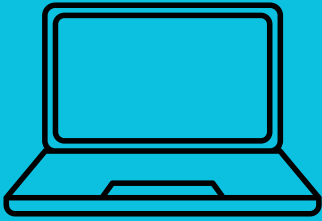


The Estates Team

The Estates Team proposes and manages the Strategic Estates Plan. The targeted plan ensures schools are safe and secure environments for pupils to learn and staff to work. Alongside the plan there is a comprehensive Health & Safety and premises compliance programme. The Estates Team also works hard to ensure best value for money is achieved and actively seeks additional funding through grant applications.

ICT

DELIVERED IN 2026



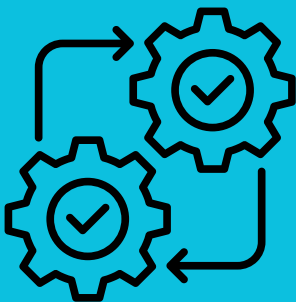
DEVICE DEPLOYMENT:
213 CHROMEBOOKS
51 IPADS
32 STAFF LAPTOPS
52 INTERACTIVE SCREENS



**£98K OF GRANT
FUNDING SECURED**



**COST SAVINGS OF
£50K ON PRINTER
TENDERS**



**FURTHER INTEGRATION
OF SCHOOLS AND
SYSTEMS**



The ICT Team

The ict team has the vision ‘to create reliable, high performing, always available it systems and services that support our staff, anytime, anywhere.

CONNECTING WITH OUR COMMUNITIES

Part of our Community Strategy

We know that building exceptional schools is our absolute priority. Increasingly, we also recognise that to address the challenges that our children and families face today, an exceptional school is not enough. If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-2026 academic year, Garra CP School has enjoyed a highly successful and memorable year, marked by achievement, enrichment and community spirit. Pupils have excelled in a range of sporting competitions, winning the KS2 Non-Club Gymnastics Competition and the Year 3/4 Small Schools Football League, while also reaching the final of the Norman Nicholls Football Tournament for the first time in the school's history. Academic success was also celebrated through an impressive second-place finish in the Trust Maths Whizz Tournament. A wide range of educational visits enriched the curriculum, including trips to the Eden Project, Porthcurno Telegraph Museum, Kresen Kernow, Geevor Tin Mine, St Michael's Mount, Helston Museum and King Edward Mine, helping pupils deepen their understanding of Cornwall's heritage and environment. The successful reintroduction of Wild Tribe has further enhanced pupils' confidence, resilience and connection with nature. The school was proud to receive the Bronze GoCornish Award, recognising its commitment to promoting Cornish language, culture and heritage. Strong community links have continued through partnerships with the community café, visits to a local care home and foodbank, and participation in church services.

A successful Ofsted inspection, alongside celebrations marking 150 years of Garra CP School, provided fitting highlights to an exceptional year, reflecting both pride in the school's history and optimism for its future.

During this academic year, pupils at Godolphin School have worked in partnership with the Museum of Cornish Life in Helston to create a collaborative artwork that will be exhibited to the public, celebrating the heritage of the historic Godolphin House and its gardens. Using archive photographs provided by the museum as inspiration, every child contributed an individual piece of artwork that became part of a large fabric wall hanging reflecting both local history and the school's strong community spirit.

Each class explored a different artistic technique. Emerald Class (EYFS and Year 1) created relief prints on calico using leaves foraged from the local area. Diamond Class (Years 2 and 3) visited Godolphin House, where they learned about the gardens from the senior gardener before collecting and pressing flowers. These were later used to create beautiful cyanotype prints on fabric using a photographic printing process. Zircon Class (Years 4, 5 and 6) studied archive photographs and sketched features of the house and historic gates during a visit to the site. Their drawings were then transformed into relief prints using polystyrene tiles.

The finished artwork uses a green and blue colour palette, representing the surrounding natural environment and the school's identity. The display will be showcased at the Museum of Cornish Life, followed by Godolphin House, before returning to school as a lasting celebration of creativity, collaboration and local heritage.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



This year, pupils in Halwin have enjoyed a range of exciting learning opportunities that have brought the curriculum to life, with a particular focus on outdoor learning, personal development and environmental responsibility.

A highlight of the year was a visit to Elemental at Swanpool as part of Wellbeing Wednesday. Through a variety of outdoor and water-based activities, including kayaking, coasteering and stand-up paddleboarding, pupils challenged themselves, developed resilience and built confidence. Working together in a supportive environment, they demonstrated excellent teamwork while making the most of Cornwall's natural coastline. These experiences encouraged children to step outside their comfort zones, develop independence and gain a deeper appreciation of the outdoors.

Pupils also visited Geevor Tin Mine, where they explored Cornwall's rich mining heritage. Touring the site and learning about the lives of miners helped deepen their understanding of the county's history and the importance of the tin mining industry in shaping local communities and culture. The visit provided a valuable opportunity for hands-on learning beyond the classroom.

The year concluded with Halwin proudly hosting the Crofty Eco Summit, bringing together pupils from across the Trust. Children shared ideas, collaborated on environmental initiatives and demonstrated their passion for sustainability. The event highlighted the leadership, teamwork and commitment of our young people as they explored ways to make a positive difference to the future of their communities and the wider environment.

Illogan School has enjoyed another successful year, strengthening community links, promoting inclusion and providing pupils with a wide range of enriching opportunities. Through its close partnership with the Redruth Rotary Club, pupils have participated in activities that developed confidence, teamwork and leadership. Year 5 pupils took part in the Rotary Youth Speaks Competition, while Year 6 pupils completed the Rotary Community Award through a variety of community-focused projects. Other pupils learned practical skills by building gliders from scratch with support from Rotary members, and the school also benefited from Rotary funding for new classroom visualisers.

The school has continued its longstanding Remembrance tradition, working alongside Genesis Christian College in Australia to honour 14 ANZAC airmen who served with the Royal Air Force and were based at Portreath during the Second World War. Year 6 pupils placed wreaths on the adopted graves, demonstrating respect and remembrance for those who made the ultimate sacrifice.

A particularly valuable partnership has been the school's work with Curnow School through the "Two Schools, One Community" initiative. Shared assemblies, sensory activities and collaborative events have encouraged inclusion, understanding and friendship, helping pupils appreciate and celebrate diversity.

Throughout the year, pupils have also supported charitable causes, including fundraising for Penhaligon's Friends, celebrated World Book Day and launched a Year of Reading. Alongside the continued support of the PTFA, these experiences have helped foster compassion, a love of learning and a strong sense of community across the school.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES

The 2025-2026 academic year has been another great year here at Lanner. Throughout the year, our children have embraced every opportunity with enthusiasm, determination and pride, demonstrating the values that make our school such a special place. From outstanding classroom learning to memorable experiences beyond the school gates, it has been a year filled with success, growth and achievement.

One of the highlights of the year has been the wealth of enrichment activities available to pupils. Children have enjoyed a range of residential visits, including Year 4's residential surfing camp to Bude and Year 5's Devon residential, creating lifelong memories while developing independence, teamwork and resilience. Across the school, pupils have participated in outdoor learning, beach experiences, community events, sporting opportunities and creative projects that have brought learning to life. Year 6 pupils celebrated the completion of their SATs with a special trip to Falmouth, recognising the hard work and commitment they showed throughout the year.

Sport and physical wellbeing have been a real strength this year. Sports Week provided children with opportunities to challenge themselves, work together and celebrate healthy lifestyles. Alongside this, pupils have benefited from extensive outdoor learning and physical activities, making the most of Lanner's fantastic grounds and local environment. Throughout the year, children have demonstrated excellent attitudes towards fitness, wellbeing and personal development, helping to build confidence and resilience that will stay with them long after they leave primary school.

Above all, 2025-2026 has been a year defined by the success of our children. Whether achieving academically, earning Lannergrams for demonstrating our school values, representing the school in competitions, developing leadership skills, or simply showing kindness and determination every day, pupils have given us countless reasons to be proud. As we look back on a wonderful year, we celebrate not only the achievements of our children but also the strength of our school community. Together, staff, pupils, parents and governors have continued to shape young lives, ensuring that every child leaves Lanner happy, confident, respectful, motivated and resilient, ready for the next stage of their journey.



During the 2025-2026 academic year, Marazion School has enjoyed a year filled with achievement, adventure and strong community engagement. Pupils proudly represented the school at a range of important local events, including the St Piran's Day Parade, Mazey Day, the Remembrance Parade and the annual Carol Concert, helping to strengthen the school's connection with the local community and its close links with St Michael's Mount. Sport has been a particular highlight, with pupils participating in a wide variety of activities including surfing, swimming, gymnastics, CrossFit and rugby. Children also represented the school in athletics, Quad Kids, cricket and football competitions, achieving success while demonstrating excellent teamwork, resilience and determination.

One of the year's standout achievements was the Monster Mechanics Greenpower project. Year 6 pupils worked alongside local businesses and families to design, build and race electric cars, developing valuable skills in engineering, teamwork, problem-solving and innovation. The project provided an exciting opportunity to apply learning in a real-world context while inspiring future aspirations.

Pupils also benefited from a range of memorable educational and residential experiences, including visits to London, participation in a Williams Racing STEM Day and an adventure residential in Bude. These opportunities helped to develop confidence, independence and ambition. Overall, it has been a fantastic year of learning and enrichment, with pupils representing Marazion School with pride, enthusiasm and success both within their local community and beyond.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-26 academic year, Parc Eglos School has celebrated a year of significant achievement, innovation and growth. A major development was the introduction of the CUSP curriculum for Geography, History and Science, alongside enhancements to the English curriculum and reading provision. These changes have strengthened pupils' knowledge, vocabulary and engagement with learning, supported by the introduction of whole-class reading lessons and a new Reading Spine. The school further enriched its curriculum through a wide range of memorable experiences, including author visits, workshops, themed events and educational activities designed to build cultural capital and deepen learning. Community involvement has grown considerably, with pupils participating in World Kindness Day initiatives, local litter-picking projects, community events and celebrations such as the St Piran's Light Parade, Civic Service and the prestigious Flora Day festivities. Parc Eglos has also maintained strong support for Armed Forces families through dedicated activities and events. Sport has been a standout success, with pupils achieving victories in cross country, football, gymnastics, swimming and the Norman Nicholls Shield, reflecting their determination, teamwork and resilience. Music, STEM and the arts have thrived, with pupils performing at the Camborne Music Festival and achieving success in the LEGO League. The introduction of P.E.A.K. Week provided exciting opportunities in activities such as Forest School, surfing, robotics and gymnastics. These achievements, alongside strong academic outcomes, demonstrate the school's commitment to ensuring every pupil thrives both academically and personally.

Pencoys School is a nurturing and ambitious school community where the vision, "Be Your Best: Grow Together," inspires children to achieve their potential both academically and personally. The school promotes its values of kindness, respect, reflection, and responsibility through a rich and engaging curriculum and a wide range of experiences that help pupils become confident, resilient learners and positive citizens. All staff place a strong emphasis on high standards, personal development, and strong partnerships with families and the wider community.

Learning at Pencoys extends far beyond the classroom. Throughout the year, children have taken part in class trips, half termly outdoor learning, various sporting clubs and events, environmental projects, and creative opportunities such as the Festival of the Arts and the annual Art Exhibition, where pupils celebrate and showcase their talents. Strong community links are fostered through partnerships with organisations including Elevate Football Club and I Do Dance, providing enriching opportunities for children and families across Four Lanes and beyond. These experiences encourage creativity, teamwork, leadership, and a sense of belonging, ensuring pupils develop the skills, confidence, and community spirit needed to thrive both now and in the future.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



Throughout the year, Pennoweth School has provided pupils with a wide range of enriching experiences beyond the classroom, helping to develop confidence, creativity and cultural awareness. A key highlight was the school's partnership with Hall for Cornwall, which enabled every class to participate in workshops led by professional performers. Pupils also enjoyed a variety of theatre visits, including performances of *King Lear*, *The Boy at the Back of the Class* and an opera celebrating Ada Lovelace, with many children experiencing the excitement of travelling by train to attend.

The school further enriched learning by welcoming theatre companies into school. Performances supported areas such as online safety, Cornish culture and local heritage, helping pupils engage with important themes in creative and memorable ways. Year 5 pupils also participated in a sustainability project focused on protecting the marine environment, creating artwork that featured in a professional dance performance in which they performed alongside the dancers.

Community engagement remained at the heart of school life. Pupils took part in St Piran's Day and Murdoch Day parades, showcased willow sculptures, and represented the school through the Makaton Choir. Older pupils participated in an intergenerational arts project with care home residents, while members of the Be the Change Club made regular visits to support local residents. The year concluded with a memorable Year 6 production at The Regal Theatre, providing a fitting celebration of pupils' time at Pennoweth School.

During the 2025-2026 academic year, Penpol School has continued to place community engagement, cultural awareness and personal achievement at the heart of school life. The year began with celebrations for European Day of Languages, where pupils explored the many languages and cultures represented within the school community through music, dance, food and creative activities, fostering a greater appreciation of diversity and inclusion. In November, Year 6 pupils deepened their understanding of remembrance by participating in a community service at Hayle War Memorial. Through studying *In Flanders Fields*, creating wartime artwork and sewing poppies, they paid tribute to those who served and sacrificed.

Fundraising has remained a significant strength of the school. The annual Penpol Marathon brought the whole school together, promoting healthy lifestyles while raising an impressive £3,800 for the PFA. Pupils also supported the National Rheumatoid Arthritis Society through various fundraising initiatives, demonstrating compassion and a commitment to helping others.

Pupils have continued to celebrate Cornwall's unique heritage through their work towards the Go Cornish Silver Award, with many representing the school at County Hall and achieving success in the Gorsedh Kernow awards. Outdoor learning, residential camps and sporting events have provided opportunities for pupils to develop confidence, resilience and teamwork. The year concluded with outstanding success at Hayle Carnival, where Penpol proudly won the Overall Winner prize for its vibrant flower-power themed entry.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-2026 academic year, Porthleven School has celebrated an exceptional year of achievement, reflecting the ambition, talent and community spirit of both pupils and staff. A major highlight was the school's successful Ofsted inspection, which recognised the strong culture of belonging, responsibility and inclusion that sits at the heart of school life. Inspectors praised the caring and supportive environment created through "The Porthleven Way", as well as pupils' enthusiasm for learning and their strong sense of community.

The school's close connection with the local area was also evident through its involvement in the Porthleven Food Festival, where pupils helped open the event by taking part in the parade and performing Cornwall My Home. Three pupils were also delighted to have their recipes prepared by award-winning chef Jude Kereama.

Academic, technological and outdoor learning successes have been equally impressive. The school's Lego League team won the regional finals before representing Cornwall at the National Championships in Harrogate, showcasing creativity, teamwork and problem-solving skills. The introduction of Wild Schools has provided pupils with valuable outdoor learning opportunities, helping them develop practical skills and a deeper connection with nature.

Outstanding academic results included a 100% pass rate in the Year 1 Phonics Screening Check and victory in the Crofty Maths-Whizz Competition. Together, these achievements demonstrate a thriving school community where children are inspired to learn, challenge themselves and achieve their full potential.

During the 2025-2026 academic year, Portreath School has continued to make the most of its unique coastal location and strong community connections, providing pupils with a wealth of meaningful learning experiences beyond the classroom. A particular highlight was the Year 6 takeover of Jay Bird Deli, where pupils planned menus, promoted the event and prepared and served food to customers. This real-world enterprise project helped develop confidence, teamwork, communication and business skills, while raising more than £500 for the PTA and Cancer Research.

Outdoor learning has remained a key feature of school life, with pupils benefiting from beach days, surfing sessions, woodland learning opportunities and sponsored walks. These experiences have supported children's personal development, encouraged resilience and strengthened their connection with the natural environment.

The local community has also played an important role in enriching the curriculum. Pupils explored Portreath's coastal history, learning about shipwrecks, wartime evacuees and the changing nature of seaside holidays. Older pupils developed a greater understanding of environmental issues through studies of marine conservation, pollution and the ways communities can help protect the coastline.

Throughout the year, pupils have proudly participated in community events, including the Remembrance Parade, Christmas lantern celebrations, Christingle services and local carol singing. These opportunities have helped foster a strong sense of belonging, respect and civic responsibility. The school's success continues to be supported by dedicated staff, families, local businesses and volunteers who work together to create exceptional opportunities for every child.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-2026 academic year, Rosemellin School has continued to live out its vision that "we CARE to make a difference", with Year 5 pupils leading an inspiring environmental project that has positively impacted both the school and wider community. As part of the Green Ripple Project, delivered by RJ Working, pupils took part in a programme focused on restorative practice, environmental stewardship and community responsibility. Through hands-on activities, they explored the links between nature, wellbeing and positive action, while learning the importance of teamwork, respect and caring for their environment. The project provided valuable opportunities for children to develop leadership skills and take ownership of improving their school grounds and local area. In doing so, they demonstrated how small actions can create meaningful and lasting change. Their work was captured in a video showcasing their achievements and highlighting their role as young environmental leaders.

The success of the project received significant recognition within the local community. The Headteacher was awarded Environmental Hero at the Camborne Town Awards for outstanding leadership in sustainability, while the Year 5 pupils received the prestigious Mayor's Award for their contribution to environmental improvement and community engagement. Further recognition followed with regional nominations for environmental and sustainability advocacy.

Most importantly, the project helped pupils understand that citizenship extends beyond the classroom. Through their commitment and actions, they learned that young people can make a powerful difference, inspire others and contribute positively to their communities and the environment.

During the 2025-2026 academic year, Roskear Primary & Nursery School proudly celebrated Cornwall's rich history, culture and heritage through a range of community events and achievements. A highlight of the year was participation in Trevithick Day in Camborne, where pupils joined children from other local schools in traditional Cornish dancing to honour Richard Trevithick, one of Cornwall's most famous historical figures. The event provided a wonderful opportunity for pupils to engage with local traditions and celebrate an important part of their community's identity.

The school also achieved outstanding success in the Trevithick Day competition, securing first place with a creative "Cornish Pirates" display. The exhibit featured artwork, poetry and impressively realistic model Cornish pasties, showcasing the creativity, imagination and enthusiasm of the children.

Later in the year, Key Stage 2 pupils took part in Camborne's commemoration of the Cornish Rising of 1497. As members of a choir, they learned and performed a song in the Cornish language, helping to celebrate and preserve Cornwall's unique cultural heritage. Their performance was warmly received and demonstrated great commitment, teamwork and pride.

These experiences have provided valuable opportunities for pupils to develop a strong connection to their local community while building confidence and cultural understanding. Throughout the year, the children have embodied the school's values, demonstrating enthusiasm, respect and pride in sharing Cornwall's traditions with others.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-2026 academic year, Sithney School pupils enjoyed a wide range of enriching experiences beyond the classroom, helping them develop a deeper understanding of the natural world, food production and environmental sustainability.

Children in Busy Zone (EYFS) took part in a Farm and Country visit delivered by the Royal Cornwall Agricultural Association. Through practical, hands-on activities, they learned where food comes from, explored the journey from field to fork and discovered the important role farmers play in caring for animals and the environment.

Wonder Zone (Years 1 and 2) brought their learning about the Great Fire of London to life by creating Tudor houses and building their own version of Pudding Lane, which was later recreated with the support of Culdrose Fire Crew. Pupils also benefited from parent-led workshops, including making bird boxes that now enhance the school grounds and taking part in a live link with Antarctica, providing a fascinating insight into life in a remote scientific community.

Years 3 and 4 attended the Royal Cornwall Farm and Country Day, where they explored farming, food production and animal welfare through a variety of interactive activities. Meanwhile, Years 5 and 6 visited Cornhill Farm as part of the Kingfisher Award Scheme, learning about sustainable farming, healthy soils, biodiversity and the importance of trees in protecting the environment. These experiences have strengthened pupils' understanding of sustainability while bringing learning to life through meaningful, real-world opportunities.

Throughout the year Trannack, pupils have benefited from a rich programme of learning experiences both within the school grounds and across the local community, helping to develop their knowledge, skills, confidence and personal character.

Outdoor learning has been a significant strength. Pupils explored local wildlife and conservation through activities such as building bird nests and hedgehog hibernation boxes, while learning about habitats, food chains and environmental responsibility. Participation in the RSPB Birdwatch, Woodland Club and Gardening Club further strengthened children's understanding of nature, creativity and sustainability, supported by resources secured through a successful bursary application.

Educational visits enhanced curriculum learning across a range of subjects. Pupils visited the Eden Project, St Michael's Mount, Penrose and CAST, deepening their understanding of geography, history, environmental conservation, navigation and the arts. Water-based learning at Gwithian promoted water safety and resilience, while the Year 5 and 6 residential at Porthpean developed teamwork, independence and confidence.

Community engagement remained a key focus, with pupils contributing to local events, fundraising initiatives and charitable donations, fostering social responsibility and community spirit. Enterprise activities successfully raised funds for a new Jungle Gym Trim Trail, installed during the summer holidays.

Throughout these experiences, pupils consistently demonstrated excellent behaviour, responsibility and respect, reflecting positively on the school and its values. Visitors and professionals regularly praised pupils' attitudes, manners and engagement, highlighting the positive impact of the school's enrichment programme on personal development and wider life skills.



OUR SCHOOLS

CONNECTING WITH OUR COMMUNITIES



During the 2025-2026 academic year, Treloweth School has provided pupils with a wealth of opportunities to broaden their learning, develop new skills and discover their passions. Residential visits were a particular highlight, offering memorable experiences for every year group. Year 3 explored Cornwall's heritage in St Ives, including a visit to Geevor Mine and a sea shanty workshop. Year 4 enjoyed an overnight stay at Plymouth Aquarium, learning about marine life and conservation, while Year 5 developed resilience, teamwork and independence through outdoor adventure activities at Porthpean. Year 6 visited Bristol, enjoying hands-on learning at We The Curious before being inspired by Matilda the Musical, which led to their own successful school production. Sport has continued to be a significant strength, with pupils participating in a wide range of competitions, festivals and after-school clubs. The school's commitment to inclusive, high-quality sport was recognised through the prestigious School Games Platinum Mark Award. Careers education has also been enhanced through visits from professionals including mining engineers, police officers and local business representatives, helping pupils understand future opportunities and aspirations. Innovative technology has enriched the curriculum through LEGO Robotics and Sphero Indi devices, enabling children to develop coding, engineering and problem-solving skills. Literacy and the arts have flourished through author visits and opportunities to perform and engage with theatre. Together, these experiences have helped create a vibrant, inspiring learning environment where pupils are encouraged to achieve their full potential.

This year, Weeth School has celebrated many significant achievements, alongside a strong commitment to community engagement and personal development. Pupils achieved excellent outcomes, including a record 91.3% pass rate in the Year 1 Phonics Screening Check, 69% of Year 4 pupils achieving full marks in the Multiplication Tables Check, and Year 6 pupils demonstrating resilience, determination and pride during their SATs assessments. Alongside these academic successes, the school places great value on individual achievements, recognising pupils' progress through awards, sporting accomplishments, musical successes, reading milestones and personal bests.

The school community has benefited significantly from investment in its facilities, including a fully renovated kitchen and a new dedicated music room, enhancing learning opportunities and enriching the wider curriculum.

A particular strength this year has been the development of community partnerships. Pupils worked with the local police to learn about personal safety and supported the local food bank, helping them understand social responsibility and the importance of supporting others. The school also played an active role in the annual Trevithick Day celebrations, enabling pupils to engage with and celebrate Camborne's rich mining heritage.

Through music, sporting events, performances and the Festival of Arts, Weeth School continues to provide a broad education that actively involves families and strengthens connections between the school and its wider community.





SUSTAINABILITY OVERVIEW

Part of our Community Strategy

CROFTY UNDERSTANDS IT HAS A SOCIAL AND MORAL OBLIGATION TO REDUCE ITS CARBON FOOTPRINT AND ENSURE THAT OUR PUPILS, STAFF AND SUPPLIERS ARE WORKING TOWARDS A MORE SUSTAINABLE FUTURE.

ACHIEVEMENTS

5%

YEAR ON YEAR
ELECTRICITY
REDUCTION

4,048

PUPILS ENGAGED
IN SUSTAINABILITY
CURRICULUM

**MAYOR'S
AWARD**

ROSEMELLIN
SCHOOL

£306K

ENERGY
MONITORED FOR
SAVINGS

2

SUCCESSFUL GRANTS
AND REWILDING
PROJECTS

£16K

ELECTRICITY
SAVINGS

TRUST COUNCILS

Part of our Community Strategy

Croftly actively empowers it's pupils to be 'Agents of Change'. We engage children from across all schools to represent their schools voice within our Pupil Councils. We have three councils; The Eco Council, the Trust Parliament, and the Coastal Crew. All councils have two pupils from each school, sharing knowledge, ideas and creating change.

ECO COUNCIL

The Eco Council follow the framework of the eight United Nations sustainable super heroes. They have worked with Trust suppliers to create real change within their schools and across the Trust.

**ECO KETCHUP CREATED AND
LAUNCHED OVER ALL
CHARTWELLS SCHOOLS**

**ALL SCHOOLS GAINING ECO
SCHOOLS AWARD**

**SHORTLISTED FOR A MAT
EXCELLENCE AWARD**

TRUST PARLIAMENT

Elected Trust Parliament pupils represent theri schools to make a change within teh Trust by creating a law which every pupil can vote on. The law created was to support a lcoal charity with fundraising to make a difference to lives in our local community.

**£2,768 RAISED FOR
PENHALLIGANS FRIENDS**

COASTAL CREW

Due to Croftys unique location in Cornwall and the coastline the Coastal Crew have been working to raise awareness in our schools of our amazing coastline, they have focussed on sustainable fishing with workshops on local fish sustainability, beach cleans and talks from local fisherman. Influencing better local decision making from our pupils.



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