



St Breock Primary School

Learning, Love and Laughter

Intent

St Breock Primary School serves 213 pupils aged 4–11 in the rural village of Wadebridge in Cornwall. As a small village school, St Breock faces challenges typical of rural settings: geographic isolation, limited access to specialist services, and small cohort sizes that require multi-age teaching. Despite these contextual factors, the school achieves remarkable outcomes: attendance of 94.73%, wellbeing scores of 23.22 (WEMWBS), physical activity levels of 3.62 (PAQ.C), and high happiness ratings 7.59 out of 10.

St Breock's success stems from its commitment to knowing every child deeply, leveraging the rural environment as asset rather than limitation, and embedding wellbeing support through dedicated staffing. The school's motto, "Learning, Love and Laughter", is an operational reality.

St Breock is a school where children are **known, nurtured and empowered** through a culture that blends **movement, relationships and joyful belonging** so that every pupil feels seen, supported and able to thrive.

The Role of the Wellbeing Practitioner

Targeted Support, Early Intervention and a Culture of Care

St Breock's dedicated Wellbeing Practitioner is a cornerstone of the school's whole-child approach, providing a level of emotional, relational and therapeutic support that sits far beyond what most primary schools can offer. Her role is deliberately structured to ensure that wellbeing is not reactive or crisis-driven, but embedded, proactive and personalised. Working across universal, targeted and one-to-one provision, she acts to link pupils, families, teachers and external agencies to create a coherent support system around each child.

Her work begins with early identification, using termly Boxall Profiles, every child is screened for emerging social, emotional and mental health needs, ensuring that "nothing is left to chance; we're screening them all once a term." This data-informed approach allows her to intervene early, preventing small worries from becoming entrenched barriers to learning. She leads targeted group sessions that build confidence, emotional literacy and resilience, and provides one-to-one support for pupils experiencing anxiety, trauma or low self-esteem



A child that doesn't belong is the biggest challenge to their school experience.

HEAD OF SCHOOL



Many children "just need to feel thought of, that someone has noticed them. That they matter."

WELLBEING PRACTITIONER



The role extends beyond pupils, she is a daily presence on the school gate, building trust with families and offering informal support that often becomes the gateway to deeper help. Parents describe the environment she creates as non-judgemental and accessible.



There's no stigma... every child sees it as something valuable.

WELLBEING PRACTITIONER

Her work is further strengthened by partnerships with NHS mental health support teams, enabling pupils to access CBT and specialist interventions when needed. This model of school-based relational support combined with clinical expertise, ensures that children receive the right help at the right time.

The wellbeing practitioner's presence anchors St Breock's wellbeing culture, embodying the school's belief that emotional safety is the foundation for learning, and her work ensures that every child has someone in their corner.

Outdoor Learning in the Natural Environment

Outdoor learning is a defining feature of St Breock's wellbeing and curriculum offer, rooted in the belief that movement, nature and sensory experience are essential for children's emotional regulation, engagement and holistic development. Situated in a landscape rich with woodland, trails and coastal environments, the school makes purposeful use of its surroundings to create learning experiences that are active, embodied and deeply connected to place.

Rather than treating outdoor learning as a standalone subject, St Breock embeds it across the curriculum. Teachers take science, geography, art and even English outside, using the natural environment to spark curiosity, deepen understanding and sustain focus. One teacher described a recent activity where pupils performed stories in the outdoor amphitheatre: "It was such a simple activity, but they enjoyed it, were active, and remembered it." These experiences blend movement with meaning, helping children anchor learning in sensory memory.

The school's outdoor spaces, the Wild Woods, sensory pathways, climbing wall, mountain bikes and open grounds, function as both learning environments and regulation tools. Staff observe that being outdoors enhances listening, attention and emotional balance, particularly for younger pupils. "They go up to the Wild Woods a lot," one staff member explained. "It helps with listening skills and engagement."

Outdoor learning also strengthens inclusion, pupils who may struggle with classroom-based tasks often thrive outside, where movement, exploration and hands-on tasks reduce cognitive load and increase confidence. Activities such as gardening, conservation, beach-based lifesaving and trail exploration draw on Cornwall's natural assets and broaden children's sense of capability and belonging.

By weaving outdoor learning into school life, St Breock ensures that nature is a daily resource for wellbeing, regulation and academic engagement. It reflects a school culture that understands children learn best when they feel grounded, connected and free to move.



YOUTH
SPORT
TRUST

**WELL
SCHOOLS**



Student Voice and Leadership

Run Club and Treasure Hunt Club

Student leadership at St Breock is lived, practical and influential. The school deliberately creates structures where pupils can design, lead and refine activities that matter to them, strengthening agency, confidence and belonging. Two standout examples are the pupil-led **Run Club** and **Treasure Hunt Club**, both conceived, organised and delivered by children themselves.



Everybody has a responsibility... it makes them feel part of something.

TEACHER

Student leadership at St Breock is lived, practical and influential. The school deliberately creates structures where pupils can design, lead and refine activities that matter to them, strengthening agency, confidence and belonging. Two standout examples are the pupil-led **Run Club** and **Treasure Hunt Club**, both conceived, organised and delivered by children themselves.

These clubs emerge from a culture where pupils are encouraged to share ideas, test them and learn through doing. The regular "**Hot Chocolate Friday**" sessions with the Headteacher provide a dedicated space for children to pitch concepts, plan logistics and reflect on what worked, genuine co-creation. As one pupil leader reflected after running their club, "**We could have done some things better, but we'll learn for next time.**" That mindset, reflective, responsible, and forward-looking, is exactly what the school aims to cultivate.

Staff describe how these opportunities build confidence and social connection, particularly for pupils who may not see themselves as leaders in traditional classroom contexts. Leadership becomes something accessible, enjoyable and rooted in shared interests.

By empowering pupils to lead clubs that are meaningful to them, St Breock strengthens voice, agency and community. These experiences teach children that their ideas matter, their leadership is valued, and they can shape the culture of their school, lessons that extend far beyond the playground.

