



**QUALITY ASSURANCE REVIEW**

**REVIEW REPORT FOR**  
**ST DAY AND CARHARRACK**  
**COMMUNITY PRIMARY SCHOOL**

<b>Name of School:</b>	St Day and Carharrack Community Primary School
<b>Headteacher/Principal:</b>	Susannah Storey
<b>Hub:</b>	Mounts Bay
<b>School phase:</b>	Foundation Trust Primary
<b>MAT (if applicable):</b>	Not applicable (N/A)

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	13/11/2024
<b>Overall Estimate at last QA Review:</b>	N/A
<b>Date of last QA Review:</b>	03/05/2023
<b>Grade at last Ofsted inspection:</b>	Good across all areas
<b>Date of last Ofsted inspection:</b>	01/10/2019



## QUALITY ASSURANCE REVIEW

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#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** N/A

**Quality of provision and outcomes** N/A

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of excellence** Accredited

**Previously accredited valid areas  
of excellence** No previous area

**Overall peer evaluation estimate** N/A

#### Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' ng or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## **1. Context and character of the school**

St. Day and Carharrack Community Primary School (SDAC) shines out in the pretty rural Cornish villages it represents, with its exceptional muralled exterior, a beacon to a community living its values of 'Enjoyment, Engagement, and Excellence'.

Driving into the village, the saying etched into the granite milestone says, "The noble motive is the public good," and the staff at the school choose this as a lived experience on a daily basis.

The school is a small primary with 106 pupils. The level of pupils with special educational needs and/or disabilities (SEND) is above the national average. Pupils with educational, health, and care plans (EHCPs) is more than double the national average. Pupils receiving pupil premium funding is again almost double the corresponding national metric.

There are very few pupils with English as a second language, reflecting the local population make-up, while the number of pupils from the Gypsy, Roma, and Traveller (GRT) community is around 25 times the national average.

Speaking to the families, they recognise what a great school SDAC is, and as one grandmother dropping off her grandchild to the school explained, 'I've sent all my kids here, I couldn't wish for a better school for my children. They just understand me and my community'.

### **2.1 Leadership at all levels - What went well**

- The leadership team has entrenched a powerful vision, linking to the values that have driven the school forward. Since the headteacher's appointment in 2018, the headteacher and deputy headteacher have carefully focused on what needs to be improved, in a considered way. For example, leaders realised they had to radically review the role pupils needed to take in their own developmental learning. To achieve this, SDAC has become a UNCRC 'rights respecting school'. Pupils are taught that they have the right to an education, and come to school knowing that each day their teachers have prepared exciting and engaging lessons just for them.
- Leaders have developed a flexible, nurture provision for pupils that meets their specific needs. Last year, more than 38 pupils accessed this, for most on a part-time basis, with a very few having to spend more than half their week receiving this specialist support. The aim is to give each pupil the skills they need to spend more time in lessons alongside their classmates - a full inclusion model. A flexible curriculum offer that matches the needs of pupils at

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SDAC, together with carefully thought out and planned opportunities, enables pupils to make the most of their time in education.

- At SDAC, pedagogy is research-led. For example, the mathematics subject lead approaches curriculum refinement with the latest research, and by visiting other strong schools to share practice. A cutting-edge online review tool, allows pupils and their teachers to get support via online dynamic assessment, which is intuitive and spots patterns 'live and in the moment'. This supports teachers to address misconceptions immediately, and enables learners to progress further, there and then, within the lesson. This methodology has led to evidence of massive learning gains, enabling all pupils to progress at their own pace.
- Leaders, particularly the headteacher, have prioritised the well-being of staff by fostering a supportive and transparent culture, where decision-making is clear and purpose-driven. This commitment has built a positive and resilient atmosphere within the school, enabling staff to feel valued and motivated despite the challenges of working with a complex student cohort. The transparency in leadership decisions has cultivated trust and collaboration, contributing to a strong, united culture. As one staff member noted, 'Susannah [the headteacher] sees the person and not just a job role. I'm valued as a whole person.'
- Pupils at SDAC love the recognition that comes with becoming 'pupil leaders'. SDAC does not have a school council, instead having 'Change Makers' that links to the school's mantra that 'We are the change makers of our world'. Year 6 pupils can also apply for different roles, to be a sports leader, reading champion, or pupil subject leaders. This empowerment of becoming a leader, with a bespoke hoodie championing the role (printed on the back is a cherished aspiration) and clearly fills the pupils with pride.

**2.2 Leadership at all levels - Even better if...**

...leaders developed an online presence to share the fantastic work achieved by the pupils, across the school day, via social media.

**3.1 Quality of provision and outcomes - What went well**

- The care with which the learning environments are set up across the school sets the tone for a fabulous educational experience. Thoughtful laminated displays in classrooms have chalk pen content that matches that week's learning. Soft diffused lighting, matched with fairy lights, gives each classroom the feeling of care, safety, and comfort. The resonance and tone of the

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teachers and pupils' voices signal the enjoyment they are getting from carefully planned, curiosity-spiking learning. With an environment that meets the complex make-up of the cohort, pupils can relax, and then flourish, at this community primary school.

- The bedrock for developing a love of learning at the school is found in the Early Years Foundation Stage (EYFS). As seen across the country, children are joining the school at a lower level than previously expected, and this is compounded with the school's unusually high numbers of pupils with SEND, pupils in receipt of pupil premium, and from its diverse community. Consequently, the care and diligence with which continuous provision is set up, provides the excitement and interest needed to ensure that children are compelled to develop early oracy, and the play skills needed for grouped learning. Pupils get an exceptional early offer, that sets them on route for a successful school life.
- For a small rural school, pupils have access across the classes to the very high-quality science, technology, engineering, and mathematics (STEM) experiences you might find in a specialist STEM school. For example, visiting the EYFS, a pupil was really excited to share their *Beebot* programming as part of the continuous provision, while in Year 2, pupils were programming *Sphero Indies*, to a mixed Key Stage 2 class where pupils were coding independently to programme their *Sphero Minis* using *iPads*. With well-planned activities, at the right level, increased pupils' interest and practical application develops complex STEM skills over time, and this is shown through positive feedback, and observable skill development, during pupils' learning, preparing them for life in very modern Britain.
- Wider curricula activities at SDAC are an opportunity for learning, in a school where 'every minute matters'. For example, in one assembly while music was the focus, so much more learning takes place. The warm-up is used to practise vowel sounds, sequential numbers and repeated patterns are highlighted in relation to verse and chorus, and the technical language for musical production is used. Pupils are engaged and enjoy the celebration of singing together. With parts of the song in English and Cornish, teachers develop character and confidence in the pupils, sparking their learning.
- The school has established a clear progression of phonics skills through the DfE approved programme, ensuring that all pupils, regardless of their starting points, are making measurable progress in early reading. Staff maintain fidelity to the programme, using consistent language, such as 'FRED talk,' and decodable books are available that match each pupil's phonics understanding. For pupils needing additional support within nurture provision, the phonics approach remains faithful to the programme, with carefully adapted delivery methods. This structured approach has created a cohesive learning environment where pupils experience a supportive, tailored phonics journey, contributing to improved reading outcomes.

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- The school is rooted in trauma-informed and relational practices, recognising the need for a tailored approach to support pupils with significant social, emotional, and mental health needs, and neurodiversity. Some pupils join the school in the older years having never been in education, and for others this will be the last school they will attend consistently. Adapted learning environments and a wide range of targeted interventions, address each pupil's unique educational journey. This personalised approach underscores the school's commitment to both developing a love of education and schooling, while ensuring that pupils can be best prepared for their next steps in education, whatever that may be.

**3.2 Quality of provision and outcomes - Even better if...**

...where other professionals visit the school to see and share practice, the opportunity was taken to ensure that these visits are recorded and shared with the wider community, via social media pages, and as testimonials onto the school's website.

**4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- SDAC is a school that takes its relationships with the wider community especially seriously. In a community where there can be tensions between specific groups who are all rightly a part of the school, pupils are taught essential knowledge on inclusion, equalities, and the UNCRC rights of the child. Armed with this, they are able to understand their rights in such a diverse community. As one pupil explained, 'Under Article 13, you have the right to share your thoughts freely', while another pointed out that 'with Article 2 we have the right to no discrimination... we don't disrespect people from different cultures'. These enlightened and educated young people go back into their communities and share their knowledge of what inclusion and equality can be.
- Working with such a diverse community, the school has built relationships, so that the communities and the school have an understanding of trust and respect with SDAC as the centre point. For some very specific groups, SDAC are leaders in this understanding, for this area of Cornwall and nationally. As one adult member of the GRT community explained, 'They get our kids. Our kids learn our culture across the summer, and learn what they need to in the winter [in school]'. Members of the wider community gain acceptance, respect, and have public standing that some other school provisions struggle to support and recognise.

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- For the most disadvantaged, the school has a whole gamut of support that has been brought into place to provide equality of opportunity. For example, all of the teaching team has been trained in '*Bubbles That Protect*', by *Barnardos*. The school provides uniform swaps, a Christmas pre-loved toy bank, food bank vouchers, and the sweatshirts for the pupil leaders are all paid for by the school (alongside an offer of provision for all pupils to have equal access to trips and activities irrespective of which demographic they are in). The school's families trust SDAC as a beacon of friendship, care, and support where they know the school is truly 'in their corner'.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...the amazing work undertaken through carefully planned interventions in the nurture provision, was fully showcased on the school's website.

### **5. Area of Excellence**

Creating an inclusive school environment and pedagogy that provides parity of access for all pupils.

#### **Accredited**

#### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

At SDAC, the school is committed to ensuring all pupils are aware of, and able to communicate their own social, emotional, and mental health needs alongside developing their strength of character, in order that they are ready to learn. This presents as a particular area of excellence for the school, especially given the school's highly unique context. One in five pupils have a SEND.

Mobility is high, especially for GRT pupils joining the school. Some pupils joining the school have not experienced any form of educational setting previously. These pupils come with significant gaps in their education. The intersectionality of need is closely tracked and carefully considered, to enable the school to develop bespoke intervention packages for each young person, and to develop the transferrable skills they need in their community.



## **5.2 What evidence is there of the impact on pupils' outcomes?**

Pupils from the GRT community, are recognised by the school, and other external professionals, as being some of the most socially vulnerable members of our society, and are fully integrated into school life because of the culture the school has created.

The pupils understand and embrace Article 2 of the UNCRC Rights Respecting Schools, that there is to be 'no discrimination'.

Over time, the school's model for the nurture provision has changed, due to the success it has had. The purpose of the provision has evolved, as the principles underpinning it have gone beyond the nurture space itself, across the school as pupils have successfully re-integrated back into their classes, and into the home as part of the school's parent and carer education programme.

Alongside this, there has been significant investment in staff continuing professional development for all, ensuring the training complements the school's principles.

The approaches used within nurture are now school-wide; with all staff using a common language to support the pupil's self-regulation; reduce pupil anxiety, and increase resilience around learning and challenge, leading to increased engagement.

## **5.3 What is the name, job title and email address of the staff lead in this area?**

Laura Vallance

Deputy Headteacher

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## **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review





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reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)