

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**St Florence VC School
St Florence
Tenby
Pembrokeshire
SA70 8LY**

School Number: 6683055

Date of Inspection: 03 March 2008

by

**Robert Huw Jones
78144**

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St Florence V.C. School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Florence V.C. School took place between 03/03/08 and 05/03/08. An independent team of inspectors, led by Robert Huw Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. St Florence Voluntary Controlled Church in Wales Primary School is situated in the village of St Florence in Pembrokeshire, some two miles north of the seaside town of Tenby. The school serves the local community but around 25% of pupils travel from a wider area. The school states that the area is neither prosperous nor economically disadvantaged. Between two and three per cent of pupils are entitled to free school meals, a figure which is considerably lower than the average for the local education authority (LEA) which is approximately 15%, and the national average which is approximately 18%. The school provides education for pupils between four and 11 years of age. Pupils are taught through the medium of English with Welsh being taught as a second language.
2. The school has gained the Basic Skills Agency's Quality Mark for the third time and has also been awarded three of the Five Leaves Award of the Healthy Schools Programme.
3. The 81 pupils currently on roll are educated in four classes. There is a class for full-time Reception children and Y1 pupils, one for Y2 and Y3, another caters for Y4 and Y5 pupils and there is a class for Y6. There are 18 pupils identified as having special educational needs (SEN), none of whom has statements. The admissions procedures adhere to the LEA admission policy which does not discriminate against pupils with SEN. One hundred per cent of pupils come from English-speaking homes.
4. The school was last inspected in February 2002. Since then, the numbers on roll have remained constant but over the past three years there has been a complete change of teaching staff with the exception of the headteacher. At present there are four full-time teachers at the school including the headteacher and one who attends for 0.2 of a week to cover for teachers' Planning, Preparation and Assessment (PPA) time. The school employs two full-time learning support assistants (LSAs) together with one part-time and one part-time secretary.

The school's priorities and targets

5. Among the areas for improvement identified by the school are:
 - to improve bilingualism;
 - to review assessment portfolios;
 - to further develop pupils' understanding of sustainable development;
 - to plan for the introduction of the Foundation Phase in key stage 1;
 - to re-evaluate the system for setting and monitoring individual pupils' targets; and
 - to continue to develop school grounds as an outside classroom.

Summary

6. St Florence VC Primary School is a good school. The outstanding relationships between staff and pupils contribute significantly to the good standards achieved and the quality of life in the school. Each member of the school community feels valued and respected and the school has a warm, caring ethos.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 2
7 How efficient are leaders and managers in using resources?	Grade 2

Grades for standards in subjects inspected

7. Standards of achievement in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

8. Pupils' standards in the lessons inspected are significantly higher than the target of the Welsh Assembly Government (WAG) for the whole of Wales for 2010, namely that 98 percent of standards are Grade 3 or better. They are higher than those reported by Her Majesty's Chief Inspector (HMCI) of Schools for Wales in the annual report for 2006-07 when it was noted that the standards of achievement in all of Wales were Grade 2 or higher in 80% of lessons.
9. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

10. Since the last inspection, standards have improved in each of the above areas with the exception of mathematical development in which good standards have been maintained.
11. In the subjects inspected, standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

12. Since the last inspection, standards have improved significantly in art. Standards have improved in history and good standards have been maintained in English, mathematics and physical education.
13. In the National Curriculum (NC) assessments in 2007, the percentage of pupils in key stage1 who attained at least level 2 in English, mathematics and science was lower than the LEA and national averages. These results contrast sharply with those of the previous two years when the school's performance was considerably better than both LEA and all-Wales averages.
14. When compared with schools in Wales with a similar percentage of pupils who are entitled to free school meals, the school's results in 2007 were in the fourth (lowest) 25%. These results are much lower than those of the previous two years when the school's performance was considerably better than both LEA and all-Wales averages.
15. Results of NC assessments in 2007 in key stage 2 (by teacher assessment) were considerably higher than LEA results and averages for the whole of Wales in English, mathematics and science. The percentage of pupils who attained at least level 4 in all three subjects was 92% which is much higher than the LEA and national averages (2007) and exceeds the WAG target for 2010 which is that 90% of pupils attain at least Level 4 in the core subjects.
16. When compared with schools in Wales with a similar percentage of pupils entitled to free school meals, the school's results in 2007 were in the second 25% in English and in the first 25% (the highest) in mathematics and science. The percentage of pupils who attained at least level 4 in English, mathematics and science was in the second 25%.
17. Over the last three years, there are no discernable differences in the results of boys and girls in either key stage. Over the last three years the school has met most of its targets.
18. Children in the Reception class make good progress in acquiring key and basic skills and they have good personal and social skills. Pupils in both key stages make very good progress in the key skills of speaking and listening. Pupils achieve good standards in reading and overall their standards of writing across the curriculum are very good. Pupils make good use of their mathematical knowledge and their information and communications technology (ICT) skills in

order to support and enhance their learning in subjects across the curriculum. They solve problems effectively and pupils' creative skills are very good.

19. Pupils' bilingual skills have a number of shortcomings. Some pupils display a reasonable understanding of Welsh. A significant number of pupils, however, does not have sufficient knowledge of Welsh and demonstrates a lack of confidence when using it.
20. Pupils identified with SEN achieve good standards in relation to their age and ability. They make good progress and achieve the targets set for them.
21. Pupils have positive attitudes towards learning, and they enjoy their lessons. Pupils' very good behaviour is an outstanding feature of the school and contributes significantly to the standards pupils achieve and to the quality of life in the school.
22. Attendance rates for the past three terms average 93% and there are no instances of unauthorised absence. Pupils are punctual and keen to attend school.
23. All pupils make good progress in their personal and social skills. They have good moral values and display these regularly in the daily life and work of the school.
24. Pupils understand the principle of equal opportunity well and have a good understanding of the diversity of faiths and cultures seen in the wider community, and they respect them.
25. The school is highly successful in preparing pupils to take an effective role in the life and work of the local community. The school is at the heart of the village and greatly valued by the community which it serves.

The quality of education and training

Grades for teaching

26. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

27. These percentages compare well with the national averages reported by HMCI in the annual report for 2006-2007. Nationally, the quality of teaching in primary schools was Grade 2 or better in 80% of lessons
28. Good features, which are common to all the teaching, include the use of innovative and imaginative strategies, consistent emphasis on the importance of independence in learning, lessons which progress at a good pace, sensitive intervention to support and encourage pupils in their work and well planned lessons which have a clear structure and purpose. The quality of relationships in the classroom is outstanding.
29. Teachers successfully use a variety of teaching strategies and relevant resources. The LSAs make a substantial contribution, especially to the education of those pupils who need additional support .

30. The systems for identifying and recording pupils' progress are good. Teachers accurately pinpoint weaknesses in the development of individual pupils, plan work which is at the appropriate level for them, and provide support where necessary. This is a strong contributory factor in the school's success in raising standards.
31. Individual targets are set for pupils following discussion with their teachers and opportunities are provided for pupils in both key stages to self-assess pieces of their own work.
32. The school responds well to the general learning needs and interests of pupils and offers equal access to a broad, relevant and balanced curriculum which meets statutory requirements and the needs and abilities of all its pupils including those with SEN.
33. Pupils' experiences are also enhanced through a broad range of stimulating extra-curricular activities which broaden their horizons effectively.
34. The school makes good provision for promoting pupils' spiritual, moral, social and cultural development. Collective worship contributes significantly to pupils' spiritual development and there are good opportunities for developing pupils' social skills through learning activities which promote effective co-operation within group and paired activities. Class discussion time and dedicated PSE sessions make an important contribution to pupils' social and moral development.
35. The school keeps parents well informed about school activities and achievements but a significant minority of parents say that they would appreciate further information about curricular topics and what their children are studying on a termly basis.
36. *Y Cwricwlwm Cymreig* features prominently in the life and work of the school. Well-planned opportunities are provided in subjects across the curriculum to raise pupils' awareness of their Welsh heritage and culture.
37. The school effectively promotes education for sustainable development through cross curricular work and specific projects.
38. The school effectively plans for and provides a happy, secure, welcoming and caring environment for pupils to learn and play. Teachers identify and respond constructively to individual pupils' needs, and the deployment of available support staff is organised appropriately to meet these needs.
39. Relationships between pupils, staff, parents and members of the local community are good.
40. All pupils have access to a programme of PSE of very good quality which is followed throughout the school. The programme is carefully structured, takes account of the PSE framework and includes health-related education.
41. The provision for pupils with additional learning needs is good. In the early years, pupils with additional learning needs are identified quickly and assessed carefully. The process of diagnosing and tracking pupils' individual needs is very well developed with regular assessments, frequent monitoring and methodical record-keeping. The additional support provided by the school, with a generous contribution from its own budget, is extremely effective.

Leadership and management

42. The school is well led and the headteacher gives it positive direction and purpose. He has a clear vision which is set in the context of Christian values and is shared by the staff.
43. The headteacher manages staff well and members of staff work well as a team. All members of staff are involved in analysing performance data and in setting challenging yet realistic targets for improvement.
44. The school responds well to national priorities and places particular emphasis on standards in literacy and numeracy which it constantly seeks to improve; it is currently employing accelerated learning strategies in these areas.
45. The governing body is very supportive of the head teacher and staff and fully meets all statutory and legal requirements. Some governors visit the school regularly to monitor work, observing lessons and looking at pupils' books. They scrutinise NC assessment data and have a good understanding of the school's performance and of trends over time.
46. School self-evaluation procedures are well established. Subject co-ordinators regularly monitor standards in their subjects. They use the evidence gathered through monitoring to produce an annual subject report and set targets for improvement. These appear as priorities in the school development plan (SDP).
47. The views of teaching staff on various aspects of the life and work of the school are gathered through regular staff meetings and pupils' views are sought through the school council. Parents, individual governors, the parish and the community are not formally consulted.
48. The school has made good progress in addressing the key issues in the last inspection report.
49. The school has adequate staff to support the number of pupils on roll. Teachers are suitably qualified and have detailed job descriptions which note their curricular responsibilities.
50. Overall the school has a good supply of resources to support the NC all of which are easily accessible to pupils.
51. The classrooms are of appropriate size for the number on roll but the location of the Y6 class in the school hall causes a number of problems. The hall is also used for dining and for physical education lessons all of which disrupt the work of older pupils who have to move to a vacant classroom. It is difficult to ensure that the floor of the hall is always in an appropriately clean condition for gymnastic activities.
52. Effective use is made of all school resources in order to promote high standards and the headteacher, governors and subject co-ordinators ensure that sufficient resources are available to support the school's curricular priorities.
53. The school provides good value for money.

Recommendations

In order to ensure improvement the school must:

- R1 address shortcomings in subjects;
- R2 raise standards in bilingualism; *
- R3 consult all stakeholders as part of its self-evaluation procedures;
- R4 ensure that parents are informed of the contents of each terms work in advance, and
- R5 address the problems caused by the location of a class in the school hall.

* The school has identified this as an area for development.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 54. The findings of the inspection team match the school's judgement in the self-evaluation report.
- 55. Standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	86%	0%	0%	0%

- 56. Pupils' standards in the lessons inspected are significantly higher than the WAG target for the whole of Wales for 2010, namely that 98 percent of standards are Grade 3 or better. They are higher than those reported by Her Majesty's Chief Inspector (HMCI) of Schools for Wales in the annual report for 2006-07 when it was noted that the standards of achievement in all of Wales were Grade 2 or higher in 80% of lessons.

57. The overall quality of the educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. Standards of achievement of children under five are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 2

58. Since the last inspection, standards have improved in each of the above areas with the exception of mathematical development in which good standards have been maintained.

59. In the subjects inspected, standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

60. Since the last inspection, standards have improved significantly in art. Standards have improved in history and good standards have been maintained in English, mathematics and physical education.
61. In the NC assessments in 2007, the percentage of pupils in key stage 1 who attained at least level 2 in English, mathematics and science was lower than the LEA and national averages. These results contrast sharply with those of the previous two years when the school's performance was considerably better than both LEA and all-Wales averages.
62. When compared with schools in Wales with a similar percentage of pupils who are entitled to free school meals, the school's results in 2007 were in the fourth (lowest) 25%. These results are much lower than those of the previous two years when the school's performance was considerably better than both LEA and all-Wales averages.
63. Results of NC assessments in 2007 in key stage 2 (by teacher assessment) were considerably higher than LEA results and averages for the whole of Wales in English, mathematics and science. The percentage of pupils who attained at least level 4 in all three subjects was 92% which is much higher than the LEA and national averages (2007) and exceeds the WAG target for 2010 which is that 90% of pupils attain at least Level 4 in the core subjects.
64. When compared with schools in Wales with a similar percentage of pupils entitled to free school meals, the school's results in 2007 were in the second 25% in English and in the first 25% (the highest) in mathematics and science.

The percentage of pupils who attained at least level 4 in English, mathematics and science was in the second 25%.

65. Over the last three years, there are no discernable differences in the results of boys and girls in either key stage. Over the last three years the school has met most of its targets.
66. Children in the Reception class make good progress in acquiring key and basic skills and they have good personal and social skills. They have a good knowledge of language and their numeracy and ICT skills are also developing well.
67. Pupils in both key stages make very good progress in the key skill of speaking and they confidently express their ideas using a wide range of language and vocabulary which are appropriate to the context. Listening skills are outstanding and they listen intently to their teacher and fellow pupils. Pupils read well in order to glean information and overall their standards of writing across the curriculum are very good. Pupils make good use of their mathematical knowledge and apply it appropriately in different contexts. They make good use of their ICT skills in order to support and enhance their learning in subjects across the curriculum. They solve problems effectively and pupils' creative skills are very good.
68. Pupils' bilingual skills have a number of shortcomings. Some pupils display a reasonable understanding of Welsh. A significant number of pupils, however, does not have sufficient knowledge of Welsh and demonstrates a lack of confidence when using it. They make little use of incidental Welsh during the day.
69. Pupils identified with SEN achieve good standards in relation to their age and ability. They make good progress and achieve the targets set for them.
70. The school declares its commitment to developing a Christian ethos and to helping pupils grow as individuals and as sharing, caring members of a group. These principles underpin the school's life and work. All pupils succeed whatever their ability or their linguistic, social or ethnic background.
71. Pupils display an aptitude for learning new skills, for example in ICT. Through the school council they develop an understanding of how democratic institutions work, and members understand their responsibilities in representing those who elected them.
72. Pupils have a good understanding of the strengths and weaknesses in their work and what they need to do in order to improve. They discuss their targets with the teacher and most can explain what they need to do in order to achieve them. Pupils achieve the targets set, and they make good progress towards the next step in their learning.
73. Pupils have positive attitudes towards learning, and they enjoy their lessons. They display a good degree of motivation, completing their tasks with enthusiasm, concentrating well, persevering and giving of their best in order to achieve good standards.
74. Pupils' very good behaviour is an outstanding feature of the school and contributes significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school. The school functions

well as a happy, friendly and welcoming community where all pupils are treated equally.

75. Pupils are developing into independent, responsible and mature individuals who show respect and consideration for all involved in the school community. Politeness and good manners are notable features of the school, and pupils welcome visitors warmly and courteously.
76. Attendance rates for the past three terms average 93% and there are no instances of unauthorised absence. The school frequently achieves higher rates on an annual basis but rates fell in the spring term due to a viral illness which affected a considerable number of pupils.
77. Pupils are punctual and keen to attend school. Registration is conducted efficiently and lessons start promptly. The school complies with all statutory requirements with regard to attendance.
78. Pupils work effectively as members of groups, and they display the skills necessary to work independently.
79. All pupils make good progress in their personal and social skills. They have good moral values, which they display regularly in the daily life and work of the school. They are considerate, friendly and courteous to each other, staff and visitors and they have a clear understanding of right and wrong. They work together well in lessons and other activities. Throughout the school, relationships between pupils and between staff and pupils are outstanding and they demonstrate respect for one another.
80. Pupils understand the principle of equal opportunity well as the school constantly emphasises its importance. They have a good understanding of the diversity of faiths and cultures seen in the wider community, and they respect them.
81. The school provides good work-related education for pupils. Productive partnerships have been forged with a wide range of local businesses and industry and with relevant agencies, including Careers Wales which contribute to pupils' very good understanding of the world of work and their local community.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

82. The findings of the inspection team match the school's judgement in the self-evaluation report.
83. In the lessons observed, the quality of teaching was as follows :

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	85%	0%	0%	0%

84. These percentages compare well with the national averages reported by HMCI in the annual report for 2006-2007. Nationally, the quality of teaching in primary schools was good (Grade 2 or better) in 80% of lessons.

85. Good features, which are common to all the teaching, include:
- firm and consistent behaviour management which promotes positive, harmonious relationships in classrooms;
 - the use of innovative and imaginative strategies to develop pupils' skills and knowledge;
 - consistent emphasis on the importance of independence in learning;
 - clear and appropriate time limits to complete tasks which ensure that lessons progress at a good pace;
 - sensitive intervention to support and encourage pupils in their work;
 - good subject expertise, which is well used to promote effective teaching and learning; and
 - well-planned lessons which have a clear structure and purpose.
86. The quality of relationships in the classroom is outstanding. Teachers create a purposeful working atmosphere and keep pupils focused. This, together with the respect which exists between staff and learners, has a positive effect on pupils' attitudes towards work.
87. Teachers display good subject knowledge and a good understanding of recent educational initiatives.
88. The quality of teachers' planning is good across the curriculum and has a positive effect on the quality of the lessons.
89. Teachers successfully use a variety of teaching strategies and relevant resources. The LSAs make a substantial contribution, especially to the education of those pupils who need additional support, for example using a commercial, synthetic phonics scheme and accelerated learning in both literacy and numeracy. LSAs are well trained and this enables them to become integrated fully into the staff team, giving good support to teachers and learners.
90. The school provides equal opportunities and experiences for all pupils in order to ensure the full participation of all individuals whatever their gender, race or disability.
91. The school provides many and varied opportunities for all pupils to develop their language skills in English. Access to bilingual teaching and training is less well developed. Although teachers plan for developing pupils' bilingual competence, they do not always ensure that pupils use Welsh regularly, consistently and correctly. The use of incidental Welsh is inconsistent throughout the school.
92. Teachers consider carefully the needs of individual pupils, especially those with SEN. Individual programmes are prepared and implemented effectively, and pupils' progress is monitored regularly.
93. The systems for identifying and recording pupils' progress are good and meet statutory requirements. Teachers accurately pinpoint weaknesses in the development of individual pupils, plan work which is at the appropriate level for them, and provide support where necessary. This is a strong feature in enabling the school to raise standards. Teachers have collated annotated work and assessed it against NC criteria to support planning and assessment across the school.

94. Individual targets are set for pupils following discussion with their teachers. These are attractively displayed in classrooms. Opportunities are provided for pupils in both key stages to self-assess pieces of their own work. These systems are an effective way of encouraging pupils to take responsibility for their own learning.
95. The annual reports to parents on their children's progress are of good quality and meet statutory requirements. They outline the skills and achievements of pupils in all subjects. The parents appreciate the open-door policy of the school and the opportunities they receive to discuss the progress and achievement of their children.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

96. The findings of the inspection team match the school's judgement in its self-evaluation report.
97. The school responds well to the general learning needs and interests of pupils and offers equal access to a broad, relevant and balanced curriculum which meets statutory requirements and the needs and abilities of all its pupils including those with SEN. Teachers ensure continuity and progression in pupils' work across the curriculum. The school has received the Basic Skills Agency Quality Mark on three occasions. Good opportunities are provided for nurturing pupils' skills in ICT, numeracy, personal, social and problem-solving skills.
98. The overall quality of the educational provision for the under-fives is appropriate to their needs and children are provided with varied and interesting experiences which promote the Desirable Outcomes for Children's Learning.
99. Short-term planning identifies opportunities for developing pupils' key skills. Good attention is given to the development of skills such as communication and problem-solving during group activities within lessons.
100. The curriculum is effectively enhanced by an outstanding range of interesting and enjoyable experiences including visitors and visits. These include visitors to the school by the artist Jackie Morris and a very stimulating art project in conjunction with Colby Woodland Gardens. Pupils' experiences are also greatly enhanced through a wide range of stimulating extra-curricular activities which broaden their horizons effectively. These include clubs which provide coaching and training in football, netball, art, cricket, gymnastics, animation, chess and computer studies. Older pupils have also enjoyed courses in Coasteering around the Pembrokeshire coast and residential visits to Llangrannog.
101. The school makes good provision for promoting pupils' spiritual, moral, social and cultural development. Collective worship contributes significantly to pupils' spiritual development and there are good opportunities for developing pupils' social skills through learning activities which promote effective co-operation within group and paired activities. Class discussion time and dedicated PSE sessions, make an important contribution to pupils' social and moral development. Pupils' cultural development is promoted well through their studies and visits to places of historical and cultural interest.

102. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features which enrich the life and work of the school and enhance pupils' learning experiences.
103. Parents are highly supportive of the school. In the pre-inspection meeting and in the questionnaires returned to the inspection team, parents expressed high levels of satisfaction and appreciate the sense of Christian community fostered by the school. Parents value the commitment of the headteacher and staff, the welcoming nature of the school and the willingness of the school to listen to them.
104. Parents and friends make a very valuable contribution to the school, helping out with activities, supporting after-school clubs, accompanying pupils on educational visits and in fundraising for the school.
105. The school enjoys very productive partnerships with other schools in the Tenby Family of Schools, particularly with the receiving secondary school. Transition projects, teacher exchanges, joint planning and well-developed curriculum links help promote continuity of education as pupils move to secondary school. Arrangements for the transfer of pupils are handled sensitively and ensure Y6 pupils look forward to secondary school and approach it with confidence.
106. The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curricular areas. The school and its various activities are very well supported and valued by the local community.
107. The school enjoys a close partnership with the parish church and with the diocese. The parishioners hold the school in high regard and appreciate the contribution which staff and pupils make to the life and worship of the church community.
108. The curriculum is well managed. Due regard is given to ascribing sufficient time to all subjects and to successfully meeting NC and legal requirements.
109. The school is highly successful in preparing pupils to take an effective role in the life and work of the local community. The school is at the heart of the village and is greatly valued by the community which it serves. The headteacher, staff, governors and pupils are fully committed to the local community and the school supports many community and business initiatives. Exemplary use is made of the community and locality as a learning resource. Educational visits and the contribution of members of the local community enrich pupils' learning in many curriculum areas.
110. Teachers successfully address the vocational aspect of the PSE programme and well-planned visits to commercial and retail sites give pupils a good understanding of the variety of work undertaken in their locality and further afield. Pupils have a good understanding of the contribution which agriculture, the oil industry and the leisure industry make to the economic prosperity of Pembrokeshire.
111. Two members of staff have undertaken relevant placements which have contributed to their professional development and enhanced curricular provision for pupils.

112. *Y Cwricwlwm Cymreig* features prominently in the life and work of the school. Well-planned opportunities are provided in subjects across the curriculum to raise pupils' awareness of their Welsh heritage and culture. The development of pupils' bilingual skills, however, is under developed in the majority of classes.
113. The school has high expectations of all its pupils and enthusiastically promotes equality of access to the curriculum. Policies for promoting and practising equal opportunity, equality of access and racial equality are formally adopted and effectively implemented.
114. The school effectively promotes education for sustainable development through cross curricular work, and specific projects such as the Sustainable Schools Award Scheme. The school promotes pupils' awareness of the need to behave in a sustainable way and of environmental issues through recycling paper and examining the ways in which litter can be re-used and recycled.
115. The school's promotion of entrepreneurial skills is outstanding and is an integral part of the curriculum. Pupils have many opportunities to take part in well-planned enterprise activities and their understanding of the skills needed to support economic development is very good.
116. Pupils speak with enthusiasm about the design, manufacture, marketing and sale of their goods, and they have a clear understanding of the need to cost all activities and ensure profit margins are acceptable to the running of their business enterprises. A notable feature of the school is the way in which pupils themselves take control of enterprise activities and translate their ideas into practical and profitable solutions.
117. In addition, pupils have many opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school council, through their environmental work and in their fund-raising for local and national charities.
118. The school gives good consideration to national priorities and initiatives. Members of the school council learn lifelong skills and are very aware of their responsibility as representatives of those who elected them.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
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119. The findings of the inspection team match the school's judgement in the self-evaluation report.
120. The school effectively plans for and provides a happy, secure, welcoming and caring environment for pupils to learn and play. Pupils are well cared for, guided and supported. The vast majority of parents considers that pupils are very happy in school, and they are satisfied with the help and guidance provided for their children. Members of the school council express satisfaction with the care which pupils receive. Teachers identify and respond constructively to individual pupils' needs and the deployment of available support staff is organised appropriately to meet these needs.
121. Relationships between pupils, staff, parents and members of the local community are very good and constructive. Parents are invited to attend two

formal parents' meeting each year to discuss their child's progress. The very supportive group, Friends of St Florence School, raises considerable funds for the school.

122. The school keeps parents well informed about school activities and achievements but a significant minority of parents say that they would appreciate further information about curricular topics and what their children are studying on a termly basis. The school has a good home-school agreement for its pupils. Its involvement with local employers is very well-established.
123. Arrangements to help children settle into the Reception class are suitably organised. As a result, most children soon settle into new routines. Arrangements for transfer to the comprehensive school are well managed.
124. The school provides outstanding support and guidance for pupils who have access to a programme of PSE of very good quality which is followed throughout the school. The programme is carefully structured, takes account of the PSE framework and includes health-related education.
125. Pupils are beginning to undertake responsibilities for various initiatives through the very good work of the school council, such as the 'Buddy' system during break-times and lunch-hour which ensures that no pupil need feel lonely or neglected.
126. The monitoring of attendance, punctuality, behaviour and performance is robust and early intervention ensures issues are dealt with promptly and efficiently. The headteacher and secretary monitor attendance and punctuality carefully and effective follow-up procedures are in place, including liaison with the education welfare service.
127. The quality of academic support and guidance is well-established and very effective. It is based on individual assessment and linked to high but realistic expectations of pupils. Pupils are increasingly taking an active role in the setting and monitoring of their individual targets and in planning their own progress.
128. The school's policy and procedures to promote good behaviour work very well. On the very rare occasions when a pupil's behaviour is giving cause for concern, parents are involved, the pupil is counselled and the school draws on the support of the local authority if required.
129. The school has clear, well-documented procedures which contribute to pupils' well-being when in the school's care. Good attention is given to developing healthy lifestyles and fitness through the school's involvement in the Healthy Schools initiative.
130. There are good procedures for the protection of pupils. The head teacher is the designated child protection co-ordinator. A good child protection policy is implemented and all members of staff have received relevant training and update briefings. All staff are aware of the specific procedures they must follow. Suitable complaint and appeal procedures have been established.
131. The provision for pupils with additional learning needs is good. In the early years, pupils with SEN are identified early and assessed carefully. The process of diagnosing and tracking pupils' individual needs is well developed with regular assessments, frequent monitoring and methodical record keeping.

132. The additional support provided by the school for pupils with SEN, with a generous contribution from its own budget, is extremely effective. There is very good support for small groups and individuals who are withdrawn from class and their work is carefully linked to the mainstream curriculum.
133. A strength of the provision is the outstanding way in which staff expertise is used. Both teaching and support staff have a very good understanding of a range of pupils' needs. The LSAs demonstrate a full awareness of pupils' targets and needs and work extremely effectively with teachers in order to meet these needs. This is enhanced by use of a commercial, synthetic phonics scheme and accelerated learning projects in both literacy and numeracy. The school's provision is very well supported by a range of outside agencies. The link governor for SEN takes an active interest and visits the school to discuss provision and specific issues with the special educational needs co-ordinator (SENCO).
134. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm and consistent approach. Should the occasion arise, the school has very outstanding strategies for dealing with pupils whose behaviour impedes their progress. There are comprehensive arrangements to eliminate any form of oppressive behaviour. Bullying or inappropriate behaviour is considered a serious matter and is not tolerated. During discussions, pupils confirm that incidents of bullying are very rare and any which are reported are dealt with immediately.
135. The schools' highly effective systems for acknowledging good standards of behaviour, attendance and achievement are understood and appreciated by pupils.
136. The school provides very high quality personal support and guidance for all pupils. The arrangement and implementation of the PSE programme are outstanding and its effectiveness can be observed in the quality of the relationships and positive ethos prevalent at the school. The school has been very successful in recent years in arranging provision for pupils with English as an Additional Language. This is evident in that all these pupils now speak English fluently.
137. Gender equality, racial equality and the challenging of stereotypical views are strongly encouraged and practised. All policies fully meet statutory requirements.
138. The school works hard to secure equal treatment of disabled pupils. An appropriate plan to develop accessibility for disabled persons has been compiled and the school is working with the LEA to address the issues raised.
139. The diversity policy is supported by an action plan and appropriate activities which are planned within the curriculum. Opportunities are provided to ensure that pupils value others and their diverse contributions to the school community.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

140. The findings of the inspection team match the school's judgement in its self-evaluation report.
141. The school is well led and the headteacher gives it positive direction and purpose. He has a clear vision which is set in the context of Christian values and is shared by the staff. The school's mission statement, which reflects its Christian ethos, is translated into clearly expressed aims and objectives.
142. The headteacher displays a commitment to the school and his professional attitude provides a good role model for both staff and pupils. School documentation is thorough and meticulously kept.
143. The headteacher and staff have succeeded in creating a caring and stimulating environment which promotes effective learning and ensures equality for all.
144. The headteacher manages staff well and members of staff work well as a team. Subject co-ordinators have management roles which are clearly defined. They monitor their subjects effectively in accordance with the school's monitoring programme. The core subjects are monitored every term when co-ordinators undertake classroom observations, scrutinise books and speak with pupils.
145. All staff are involved in analysing performance data and in setting challenging yet realistic targets for improvement which acknowledge the nature of the cohort. End of key stage predictions are constantly kept under review and revised according to pupils' progress.
146. The headteacher and senior teacher monitor the performance of individual members of staff and set targets which reflect both the school's priorities and individuals' needs. The headteacher meets support staff to discuss their development needs. He has also met with lunchtime supervisors to discuss the introduction of a range of playground games and provided appropriate training.
147. The school responds well to national priorities and places particular emphasis on standards in literacy and numeracy which it constantly seeks to improve; it is currently employing accelerated learning strategies in these areas. The school effectively promotes pupils' awareness of sustainable development and healthy living. Pupils develop a good awareness of citizenship and responsibility through the work of the school council.
148. The governing body is very supportive of the head teacher and staff and fully meets all statutory and legal requirements. All statutory and recommended policies, documents and procedures have been adopted and implemented.
149. Governors receive comprehensive reports from the headteacher who informs them of all aspects of the school's life and work and the headteacher and chair of governors meet regularly to discuss management issues. Governors contribute to strategic planning through scrutiny of the SDP.

150. The governing body and its committees meet regularly and some governors visit the school to monitor its work, observing lessons and looking at pupils' books. They scrutinise NC assessment data and have a good understanding of the school's performance and of trends over time.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

151. The findings of the inspection team match the school's judgement in its self-evaluation report.
152. School self-evaluation procedures are well-established. Staff meet regularly to consider the work of the school, using the seven key questions in Estyn's Common Inspection Framework as a guide, and to evaluate its performance. They agree on strengths and aspects for development. The headteacher and staff analyse NC results and review pupils' performance before setting targets for the end of both key stages.
153. Subject co-ordinators regularly monitor standards in their subjects. They use the evidence gathered through monitoring to produce an annual subject report and set targets for improvement. These appear as priorities in the SDP.
154. The views of teaching staff on various aspects of the life and work of the school are gathered through regular staff meetings and pupils' views are sought through the school council. Parents, individual governors, the parish and the community are not formally consulted.
155. The school makes effective use of the information it collects and there is a close link between self-evaluation, the SDP, performance management and in-service training.
156. The SDP is a comprehensive document which notes clearly the school's priorities for improvement. It contains targets for most NC subjects, as identified by co-ordinators, together with others such as the development of key skills and the implementation of the Foundation Phase. The plan includes detailed success criteria and costs together with some quantitative targets. Progress against the targets in the SDP is regularly reviewed.
157. The school has made a considerable investment in resources to support its priorities in teaching and learning, for example, in mathematics, literacy and ICT. There is sound evidence that the actions taken have led to measurable improvements. For example, standards have risen in ICT and pupils achieve good standards.
158. The school's self-evaluation report is a structured and comprehensive document. It clearly indicates the school's strengths and the areas where it needs to improve. The inspection team agrees with the school's judgements in all of the seven key questions.
159. The school has made good progress in addressing the key issues in the last inspection report, particularly in the planning and organisation of the foundation subjects and in the involvement of curriculum co-ordinators in school self-

evaluation. The governing body's annual report to parents now meets statutory requirements.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

160. The findings of the inspection team match the school's judgement in its self-evaluation report.
161. The school has adequate staff to support the number of pupils on roll. Teachers and support staff are suitably qualified and effectively deployed. They have detailed job descriptions which note their specific responsibilities.
162. Teachers demonstrate commitment to the school and the classroom assistants work well alongside the teachers giving good support to the pupils; they make an effective contribution to the work of the school.
163. In-service training meets the professional development needs of the staff and the programme is linked appropriately to the priorities in the SDP together with individual needs. Appropriate training events have also been organised for LSAs and midday supervisors.
164. The secretary, midday supervisors and caretaker fulfil their duties effectively.
165. Overall the school has a good supply of resources to support the NC although it has identified specific items which it wishes to purchase to support the teaching and learning of design technology and religious education. The condition and quality of resources, all of which are easily accessible to pupils, reflect the school's commitment to high expectations and standards in all areas of the curriculum.
166. The classrooms are of appropriate size for the number on roll and the imaginative use of displays of pupils' work and other learning materials create a stimulating educational environment. The location of the Y6 class in the school hall, however, causes a number of problems. The hall is also used for dining and for physical education lessons all of which disrupt the work of older pupils who have to move to the classroom which has been vacated. It is difficult to ensure that the floor of the hall is always in an appropriately clean condition for gymnastic activities
167. Effective use is made of all school resources in order to promote high standards. The school site is very pleasant being surrounded on two sides by grassed areas and the school makes effective use of its grounds. The surface of the yard is in a good condition as is that in the enclosed play area for the under-fives.
168. The headteacher, governors and subject co-ordinators ensure that sufficient resources are available to support the school's curricular priorities.
169. The school has adopted effective procedures for managing teachers' PPA time in accordance with statutory requirements.
170. The school monitors the use of its resources well and the headteacher and the governors manage the budget effectively.
171. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

172. Children enjoy listening to stories and retell them confidently. They sensibly discuss themes, characters and plots and sequence events in a story accurately. They choose books to read alone or with a partner and derive particular pleasure from the sessions when Y6 pupils read to them. They listen attentively to their teacher and other children when they recount personal experiences. They use a good range of vocabulary to describe interesting things or events. Children's writing develops well and they progress from emergent writing to writing sentences independently. They possess a wide repertoire of songs, nursery rhymes and jingles which they sing enthusiastically from memory.

Shortcomings

173. There are no important shortcomings.

Personal and social development

Grade 2: Good features and no important shortcomings

Good features

174. Children select areas in which they will work and make choices about activities. In class discussion they confidently share their likes and dislikes and demonstrate empathy and sensitivity towards others. They change independently into appropriate clothing for physical education and put on aprons before painting, helping each other fasten these at the back. They interact well with their reading buddies and this builds their confidence and social competence. Children understand the importance of personal hygiene and take responsibility for washing their hands before food and after going to the toilet. They display good manners throughout the day, for example, at the table and placing their hands over their mouths when they sneeze.

Shortcomings

175. There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

176. Children use mathematical language correctly in context, for example, *more, less, higher, lower*. They sing number rhymes confidently and count forwards and backwards accurately when playing number games. They create repeating patterns using construction equipment and by threading beads. Children sort objects accurately according to various criteria such as size, shape or colour. They know the names of regular two-dimensional shapes and experiment with

various containers to explore capacity. Children learn about money by using it during role-play in the class shop.

Shortcomings

177. There are no important shortcomings.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

178. Children have a good understanding of the passage of time and know that their houses are different from those of the past. They know that the weather changes from day to day and record these changes on a wall chart using appropriate symbols. They know the names and main characteristics of the seasons. Children care for living things and treat their environment with respect; they collect rubbish and place all biodegradable material in the compost bin. They understand well that some foods are healthy while others are not. They know well that materials change under certain conditions and describe the changes which occur when making pancakes or when making soup from vegetables which they have prepared.

Shortcomings

179. There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

180. Children have a good awareness of their own bodies and are aware that they are growing and changing. They monitor this growth using hand spans. They have good gross motor skills which they display when they hop, skip, jump and jog confidently and demonstrate good balance while negotiating a bench or the fitness trail. Children have good spatial awareness and move in a controlled way. They display good fine motor skills when using pencils, paint brushes, charcoal and scissors. They don their waterproof clothing and work outside whatever the weather, developing their physical capabilities and solving problems.

Shortcomings

181. There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

182. Children compose music on tuned and untuned instruments to accompany nursery rhymes. They listen carefully and appreciatively to a variety of music and sing confidently in unison. Children explore ways of using their bodies expressively in dance and effectively perform sequences of movement to music. They adopt various roles in classroom activities and enjoy opportunities to act in school productions. Children work confidently and effectively with a variety of media such as paint, charcoal and pastels to produce attractive pieces of art. They produce effective collages and clay pots and figures.

Shortcomings

183. There are no important shortcomings.

English

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

184. Pupils in both key stages have very good listening skills. They listen well to teachers' presentations and instructions and to each others' comments when they have opportunities to discuss in pairs or groups.
185. In key stage 1, pupils develop good speaking skills. By the end of the key stage they can talk about the events of a story in a class or group discussion, discuss characters and their features, and express an opinion on their favourite parts. They use very good speech and extensive vocabulary.
186. By the end of key stage 2, pupils use extended speech including appropriate adjectives and idioms to describe events. They share in discussions easily and sensibly in pairs and in groups, using appropriate language. They speak confidently in front of the class or in front of the whole school during assembly.
187. Pupils in key stage 1 use a variety of strategies, including phonic knowledge, to read unfamiliar words. The majority reads at a level appropriate to their ability and with good expression. They understand the terms title, author and illustrator and know where they can be found on the cover of a book.
188. In key stage 2, pupils' reading skills are developing well in relation to their age and ability. The majority reads correctly, with appropriate expression and self-corrects errors. The more able discuss the plot and flow of a story and express an opinion on the characters. They summarise a story well and suggest a sensible conclusion. They name their favourite authors and their favourite books giving valid reasons for their choices.
189. In key stage 1, pupils' writing skills develop well according to their ability. By the end of the key stage, the majority writes independently at greater length, forms full sentences and spells increasingly correctly. They punctuate correctly and understand that there is a need for a capital letter at the beginning of a sentence and a full stop at the end.
190. In key stage 2, pupils write sentences using suitable comparisons and descriptive words in their writing and use a dictionary effectively to determine the meaning of words. Pupils write for a variety of purposes and for different audiences. They demonstrate good skills in descriptive writing or re-writing a story in their own words. They write reports, descriptions, instructions and recipes of good quality. Pupils write imaginative poems and use different structures such as rhyming couplets to good effect. As they move through the key stage they punctuate increasingly correctly and use paragraphs more often and to better effect.

Shortcomings

191. The quality of the presentation of pupils' work is varied across the school and is sometimes spoilt by untidy handwriting.
192. In key stage 2, spelling is not always correct and this mars the quality of the writing.

Mathematics

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

193. In both key stages pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills well in practical tasks across the curriculum. They discuss their work using appropriate mathematical language.
194. Key stage 1 pupils recognise consecutive numbers, and can arrange a range of numbers in their correct order.
195. In key stage 1, younger pupils have a good grasp of basic number and use the correct mathematical language related to number to count and sequence numbers from one to 20.
196. They use the two times table confidently and use the information in activities when counting objects in specific groups.
197. In key stage 1, pupils correctly identify common three-dimensional (3D) shapes and name many of their mathematical characteristics. Many pupils use mathematical criteria well to classify 3D shapes.
198. Pupils have a basic understanding of money and use simple fractions correctly. They use tables, pictograms and graphs to record information which they have collected.
199. Younger key stage 2 pupils make good progress in their understanding of number. They handle large numbers confidently and use a variety of strategies when computing mentally. They use the four operations of addition, subtraction, multiplication and division confidently and accurately and have a good understanding of decimals and fractions.
200. Older key stage 2 pupils show an increasing ability to work with larger numbers and most record their work neatly and accurately. They respond well during mental and oral activities and they answer and ask questions to confirm their understanding. Many are beginning to apply these skills successfully; they carry out investigations and solve mathematical problems confidently using a good range of strategies.
201. Pupils in Y6 measure angles correctly, understand the difference between acute and obtuse angles and calculate regular and irregular shapes confidently. They confidently classify angles using specific mathematical criteria.

Shortcomings

202. There are no important shortcomings.

History

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

203. Pupils in both key stages are developing a good awareness and understanding of chronology. In both key stages, pupils use a timeline effectively to place events and characters in their historical periods.
204. Pupils in key stage 1 ask and respond to a good variety of questions about the past. They discover information about the past from a range of sources including books and pictures and they know that certain artefacts belong to a specific historical period. Their sense of chronology is developing well and they have a grasp of the developmental periods from childhood to old age.
205. The previous work completed by the younger pupils on the Celts is thorough and they are very knowledgeable about the characteristics of Celtic society.
206. In Y2, the pupils make appropriate use of a timeline, exhibiting a mature understanding of chronology. They recall facts from periods such as the Celts, which they studied in depth. The pupils benefit from visiting places of historical interest such as Castell Henllys, to enhance their knowledge of the past.
207. In key stage 2, pupils readily recall details of significant events from the Tudor era. They describe well the features of the social conditions such as the difference between the rich and poor people of that era.
208. Pupils' understanding of life during the Victorian Era is developing well as they study changes between the period and the present day. They use a range of sources such as photographs and artefacts effectively, and make effective comparisons between the circumstances and ways of life of people during that period and people today.
209. Y3 and Y4 pupils apply logic and reason well to answer difficult questions or to solve problems, for example they are able to determine and describe accurately the operation of underfloor heating in a Roman villa.
210. Y5 and Y6 pupils consistently use a range of sources effectively to investigate the Tudor period. Pupils show a developing understanding of the justice system of the time.
211. Pupils differentiate between fact and opinion and describe different ways of representing the past. They convey historical information in various ways, including stories, pictures and portraits of individuals.
212. Pupils across the school make correct use of historical terminology according to their age and ability.

Shortcomings.

213. There are no important shortcomings.

Art

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Good and outstanding features

214. Pupils in key stages 1 and 2 demonstrate a very high level of ability and confidence in using a wide range of media. All pupils, including the youngest, work with charcoal, pastel, paint, crayon and clay to produce outstanding images, collages and three-dimensional work.
215. In both key stages, pupils have a good knowledge of the work of a variety of Welsh artists including Stan Rosenthal, Carol Thomas and Tim Deere-Jones. They use their work as a stimulus to produce art work of very good quality in various styles.
216. In both key stages pupils experiment and create a wide range of work of good quality using a variety of modelling materials.
217. All pupils achieve very good standards when supported in their learning by artists in residence such as Jackie Morris. This is an outstanding feature.
218. Pupils work with much sustained concentration to produce paintings in the style of Rousseau and Van Gogh. They take pride in the outstanding results obtained and describe the process very well, using appropriate vocabulary.
219. Key stage 1 pupils study Romanesque coil pots and produce very good examples of their own.
220. Following their work on self-portraits, they display the ability to mix colours skilfully. Their understanding of colour, line and tone is developing well.
221. Key stage 2 pupils have a very good understanding of the visual language of art. They produce images of very good quality and outstanding representations of various artefacts using a range of artistic techniques. They select a range of media with which they experiment and produce a final product which they evaluate sensitively. This is an outstanding feature.
222. Pupils produce outstanding results when working in co-operation with artist Tim Pugh on a Manorbier beach project, using stones, flotsam and jetsam to create attractive sculptures.
223. Older pupils have a very extensive knowledge of a wide range of artists, including many from Wales and are able to discuss and objectively evaluate their own representations of the artists' work. They express their personal responses to art with considerable insight and mature consideration. When talking about art, they use appropriate vocabulary confidently and accurately.

Shortcomings.

224. There are no important shortcomings.

Physical education

Key Stage 1: Grade 2 - Good features and no important shortcomings

Key Stage 2: Grade 2 - Good features and no important shortcomings

Good features

225. Key stage 1 pupils have a good awareness of space and demonstrate good co-ordination and control over their movements.
226. They move confidently around the hall in various ways, hopping, jogging, jumping and crawling with good control and balance.
227. They interpret the story of Noah's Ark effectively through imaginative movements which represent various animals.
228. They interpret music well and adapt their movements to reflect the mood of the music, for example, slow or sad.
229. Most pupils carry a ball correctly while running and deliver it accurately to a partner and they move elusively in open space, changing speed and direction effectively.
230. In key stage 2, pupils demonstrate a high degree of spatial awareness and make effective use of a very confined space.
231. They recall and describe in detail the mechanics of various movements and body shapes, demonstrating these effectively. They move and jump freely landing lightly on their toes.
232. Pupils plan paired sequences of movement thoroughly, rehearse and perform them competently, demonstrating good extension, balance and control in their shapes and rhythm in their movements.
233. They thoughtfully evaluate their own performance and that of others.
234. The school's records show that pupils make good progress in swimming as they progress through the school.

Shortcomings

235. There are no important shortcomings.

School's response to the inspection

The headteacher, staff and governors of St Florence V C School are extremely pleased with this inspection report which we feel offers a fair and accurate reflection of the ethos, standards and quality of work in our school.

Both staff and Governors recognise the value of the inspection process in identifying strengths and areas for further development. The findings of the inspection report will enable us to further improve on the good standards already achieved.

We fully accept the recommendations of the inspection report which will become the focus of our action plan.

Copies of the school's action plan in response to the inspection recommendations will be sent to all parents and the Annual Governors' Report to Parents will report on its progress.

We thank the inspection team for the courteous manner in which they conducted the inspection.

Appendix 1

Basic information about the school

Name of school	St Florence V.C. School
School type	Primary
Age-range of pupils	4-11 years
Address of school	St Florence Tenby Pembrokeshire
Postcode	SA70 8LY
Telephone number	01834 871325
Headteacher	Mr J G Davies
Date of appointment	01 September 1998
Chair of governors/ Appropriate authority	Mr K Nixon
Registered inspector	Mr R Jones
Dates of inspection	3 – 5 March 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	-	10	5	13	9	14	14	16	81

Total number of teachers			
Number of teachers	Full-time	Part-time	Full-time equivalent (fte)
	4	1	4.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19.7:1
Pupil: adult (fte) ratio in nursery classes	n/a
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	19.7
Teacher (fte): class ratio	19.7:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	-	92.2	91.8
Summer 2007	-	85.7	94.7
Autumn 2007	-	90.3	93.0

Percentage of pupils entitled to free school meals	2.4%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

National Curriculum Assessment KS1 Results 2007	Number of pupils in Y2	9
As the number of pupils eligible for assessment at the end of key stage 1 was greater than four but fewer than 10, overall performance indicators only are included		

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	67%	In Wales	80%

National Curriculum Assessment Results

End of key stage 2:

National Curriculum Assessment KS2 Results 2007		Number of pupils in Y6	13
Percentage of pupils at each level			
			D A F W 1 2 3 4 5
English	Teacher assessment	School	0 0 0 0 0 0 8 23 69
		National	0 0 0 0 1 4 16 50 29
Mathematics	Teacher assessment	School	0 0 0 0 0 0 0 54 46
		National	0 0 0 0 1 3 15 50 30
Science	Teacher assessment	School	0 0 0 0 0 0 0 46 54
		National	0 0 0 0 0 2 12 53 32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school	92%	In Wales	74%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

The inspection team comprised three inspectors who were present for a total of six inspection days. During the inspection:

- pre-inspection meetings were held with the headteacher, teachers, parents and the governing body to discuss the life and work of the school;
- 16 questionnaires were completed by parents and thoroughly analysed;
- school policies and documents were examined;
- discussions were held with the headteacher and curriculum co-ordinators;
- 20 sessions or part-sessions of teaching were observed;
- pupils were heard reading and discussions were held with them about their work as part of the examination of standards in National Curriculum subjects;
- examples of the pupils' work were studied in each class;
- meetings were held with the school council;
- attendance registers, pupils' records and teachers' planning files were inspected;
- inspectors were present at all whole-school acts of collective worship; and
- post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Robert H. Jones Registered Inspector	Context Summary, Recommendations and Appendices Key Questions 1, 5, 6 and 7 Under-fives, English, physical education
Mr Alun Williams Team Inspector	Key Questions 2, 3 and 4 Mathematics, history, art
Mrs Janet Warr Lay Inspector	Contributions to Key Questions 1, 3 and 4
Mrs B McMann	Nominee

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection

Contractor: EPPC/Severn Crossing Ltd
Suite H, Britannic House
Britannic Way
Llandarcy
Neath SA10 6JQ