



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**St Florence V.C. School
St Florence
Tenby
Pembrokeshire
SA70 8LY**

Date of inspection: March 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About St Florence V.C. School

St Florence Voluntary Controlled Primary School is in the village of St Florence in Pembrokeshire local authority. There are 68 pupils on roll aged from three to eleven years, including five who attend part-time in the nursery. The school organises its pupils into three mixed-age classes.

Over the last three years on average, around 17% of pupils are eligible for free school meals, which is similar to the national average of 18%. The school identifies about 24% of pupils as having additional learning needs. This is slightly above the national average of 21%. A very few pupils come from an ethnic minority background and a very few have English as an additional language. No pupil speaks Welsh at home.

The headteacher took up her post in September 2015. The school's previous inspection was in March 2014.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

St Florence Primary School is a small, caring and vibrant learning community. The school offers its pupils many interesting learning opportunities, both inside school and in the local community. The school's enrichment afternoons enthuse pupils with activities such as rock climbing and sailing, and this contributes to pupils' engagement effectively.

Pupils are polite and caring, and behave well. They contribute successfully to school and village life. By the end of key stage 2, pupils develop strong skills in many areas. They have particularly effective speaking and listening skills, although their mathematics and Welsh speaking skills are not as well developed.

All staff at the school know the pupils well and develop strong working relationships with them. Teachers support pupils who need extra help well. However, over time, the quality of provision in the foundation phase has been too inconsistent.

The headteacher leads the school with commitment and energy. Staff and parents recognise and value the positive contribution that she makes. However, the school does not always focus well enough on bringing about improvements in pupils' standards.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Good
Leadership and management	Adequate and needs improvement

Recommendations

- R1 Improve pupils' mathematics and numeracy skills
- R2 Improve pupils' Welsh speaking skills
- R3 Ensure that improvement processes focus on evaluating and improving pupils' standards
- R4 Ensure that teaching and provision in the foundation phase challenges all pupils effectively and develops their independence

What happens next

The school will draw up an action plan to show how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Standards: Adequate and needs improvement

When they begin school, many pupils have knowledge and skills that are at, or above, those expected for their age. As they progress through the foundation phase, most pupils make satisfactory progress. By the end of key stage 2, pupils generally achieve well, in line with their age and ability. Most pupils with additional needs make beneficial progress towards their individual goals.

Throughout the school, most pupils have strong speaking and listening skills. In the foundation phase, most talk to adults and their classmates confidently. They share their ideas and discuss their work well. For example, they explain how to play a matching game in very good detail. By the end of key stage 2, most pupils communicate confidently. They speak clearly and contribute purposefully to group and class discussions. For example, they share ideas about making their writing persuasive using emotive language and interesting descriptions.

By the end of the foundation phase, many pupils read suitably. They recall the main events and characters from their stories in appropriate detail and discuss sensibly how a story may continue. However, they do not have a strong enough variety of strategies to help them read unfamiliar words. As a result, they often struggle to make full sense of texts. As they progress through key stage 2, many pupils read a broad range of texts independently. They understand how punctuation can affect a sentence, for example the way an exclamation mark adds emphasis to what is said. They show a good understanding of the main ideas and significant details in texts they have read. Many recognise the techniques that authors use to engage the reader, such as using interesting descriptions like a 'stomach tied in knots'.

In the foundation phase, a majority of pupils write confidently for a broad range of purposes. They organise their writing effectively, for example to tell a story or to write instructions for a route to follow. Many are beginning to choose descriptive words that make their writing more interesting. In key stage 2, most pupils make effective progress in developing their writing skills. By Year 6, many pupils adapt their writing style for different purposes well. They write comprehensive accounts and stories, for example through diary entries on a school trip. Many pupils edit and redraft to improve their writing beneficially, for example by adding more adventurous vocabulary. However, across the school a minority of pupils do not use capital letters consistently, for example when using proper nouns. Many pupils write well when using their literacy skills in other curriculum areas.

Many pupils in the foundation phase demonstrate a satisfactory understanding of basic number facts in line with their stage of development. They generally count reliably, add numbers appropriately and use money in practical activities suitably. By the end of key stage 2, many pupils have a useful understanding of the number system. They read and write numbers to thousands confidently, and add and subtract whole numbers and decimals well using a standard written method. Many pupils understand their multiplication tables, but a minority do not use these to divide numbers accurately. Across the school, a minority of pupils do not recall or apply their mathematical knowledge and numeracy skills well enough.

Many pupils in the foundation phase use their information and communication technology (ICT) skills appropriately when working across the curriculum. For example, they use art programmes to create imaginative collages. As they progress through key stage 2, many pupils use the internet confidently for research and to learn about current events, for example they find and read the daily news in their morning carousel activities. Many pupils create interesting presentations to support their topic work, for example on how to make papier-mâché and on the country of Iceland. Pupils' understanding of how to create and use databases and spreadsheets is not as well developed.

Most pupils have positive attitudes to learning Welsh. They are happy to greet others simply using their Welsh language skills and share basic information, such as their name and how they are feeling. Throughout the school, and particularly in key stage 2, pupils complete comprehensive pieces of written work with adult support. In the foundation phase, they write simple dialogues, for example recounting the discussion between the big bad wolf and little pigs. In key stage 2, many pupils write extended pieces about themselves. Pupils' speaking skills are not as well developed which limits their ability to communicate orally in Welsh.

Wellbeing and attitudes to learning: Good

Nearly all pupils are proud of their school and enjoy attending. They develop warm and respectful working relationships with staff, and know who to talk to if they feel worried or need help. Pupils have a secure understanding of how to stay safe, including when online. As a result, they feel safe in school and valued as individuals.

Nearly all pupils are caring and kind to each other, and behave well in class and around the school. They are polite and courteous towards staff and visitors. Nearly all pupils contribute effectively to school life, for example, members of the school council agree the school's values and organise regular fundraising activities. Across the school, most pupils have positive attitudes to learning. They engage particularly enthusiastically in the weekly enrichment activities, such as art and craft, and cookery.

Most pupils understand the importance of eating healthy foods and the benefits of regular physical activity to improve their health and wellbeing. They participate actively in a range of clubs that support this goal, such as yoga, sailing, swimming, rugby and athletics. Many pupils have a secure understanding of their place as citizens of their community and of the wider world. Older pupils share information about themselves and learn about others when writing and receiving letters from pen pals in a partner school in China.

Most pupils show enthusiasm for their work and remain on task. They discuss their work confidently and voice their opinions about what they would like to learn maturely, for example, older pupils choose up to nine activities they would like to investigate on their outer-space topic. Many pupils cooperate well when working in pairs and small groups. In key stage 2, most pupils support each other beneficially. They show good levels of independence, for example when completing their extended writing activities. However, a minority of pupils in the foundation phase do not remain focused or work well enough independently when they do not have adult support.

Teaching and learning experiences: Adequate and needs improvement

Throughout the school, teachers and other adults build supportive working relationships with pupils. They create a happy and caring learning atmosphere, and treat all pupils with respect. Teachers plan interesting learning experiences that engage most pupils well. For example, pupils in lower key stage 2 design and build space buggies to undertake specific tasks on an unknown planet. A majority of teachers question pupils thoughtfully to help them recall previous lessons beneficially. In key stage 2, teachers generally plan learning that takes account of pupils' differing abilities thoughtfully. Over time, the quality of teaching in the foundation phase has been inconsistent and this impacts negatively on pupils' rates of progress.

Many teachers provide pupils with useful oral and written feedback. They support pupils' learning with purposeful success criteria that are beneficial in helping them to complete activities. Teachers generally provide pupils with a worthwhile range of opportunities to consider the quality of their own work, and that of their peers, and offer suggestions for improvement. Older pupils, in particular, use these opportunities well.

Throughout the school, teachers take suitable account of pupils' interests when planning topics. For example, pupils in key stage 2 identify areas they would like to research and many complete this independent work successfully. In the foundation phase, pupils contribute their ideas to what independent activities they would like in the classroom appropriately. Overall, the school promotes the principles of the foundation phase well and teachers provide worthwhile opportunities for pupils to learn outdoors. However, pupils do not always have strong enough opportunities to direct their own learning throughout the day.

The school provides pupils with an engaging and exciting curriculum. The school's enrichment activities offer all pupils the opportunity to take part in a broad and varied range of learning experiences. For example, pupils take part in cookery, learn to sail and develop climbing skills in activities organised inside school and in the community. These highly creative learning experiences ensure that pupils enjoy school and develop a broad range of skills. During the summer months, teachers make beneficial use of the local area by planning learning at the local beach. Many learning experiences in school help to develop pupils' skills and understanding purposefully. For example, older pupils develop their biography writing skills successfully when researching and writing about well-known people from the Second World War, such as Winston Churchill and Anne Frank.

Teachers consider suitably how to develop pupils' literacy skills when working across the curriculum. For example, they give pupils strong opportunities to develop their speaking skills when making presentations to the class. The provision for pupils to apply their numeracy and ICT skills progressively across the curriculum is less well developed.

The school creates an environment where the Welsh language is celebrated and is clearly visible. The 'criw Cymraeg' lead regular whole-school events and ensure that pupils hear the Welsh language suitably. However, pupils have too few opportunities to practise their Welsh speaking skills outside of designated Welsh lessons.

Care, support and guidance: Good

Throughout the school there is a very positive ethos of care, trust and teamwork. The school is a safe, happy and caring community that nurtures its pupils' personal, social and spiritual needs successfully. For example, 'values' assemblies help pupils understand the importance of friendship and contribute strongly to pupils' moral and social development. There are close links with the local church that help foster pupils' spiritual understanding, including attendance at church services and the performance of an outdoor nativity. Regular attendance at eisteddfodau and the performance of an annual end-of-year show, such as 'Oliver' or 'Willy Wonka' nurture pupils' cultural understanding well.

There are appropriate procedures to monitor the progress of pupils as they move through the school, such as recording and evaluating pupils' achievements on an electronic tracking system. As pupils progress through key stage 2, these processes help to ensure that many make effective progress in many curriculum areas. However, the analysis of pupils' progress through the foundation phase is not robust enough. The school has secure arrangements to identify and support pupils with additional learning needs. Staff use a wide range of information to identify pupils who would benefit from small-group or individual support. Staff put in place well-planned interventions to improve pupils' literacy skills or social and emotional skills, for example, pupils read to a reading dog to their increase their confidence. The additional learning needs coordinator tracks the progress of these identified pupils well. This helps to ensure that they make effective progress towards their specific goals.

There are good links with outside agencies to provide specialised support for pupils with particular needs. Pupils receiving additional support have appropriate individual plans. The school uses a collaborative approach to developing and reviewing these plans successfully. This enables a wide range of participants to contribute effectively to the process, such as parents, teachers and outside agencies. These processes support pupils' learning well. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school provides worthwhile opportunities for pupils to learn about the importance of making healthy lifestyle choices and has appropriate arrangements to promote healthy eating and drinking. Pupils have an extensive range of engaging opportunities to participate in after-school clubs, such as netball and running club. The opportunity to take part in sailing, where pupils can gain an accredited qualification, further supports this ethos well.

The school has highly positive relationships with parents. An 'open door' policy provides parents with opportunities to speak to teachers and leaders and this ensures that they understand the needs of all pupils well. The school provides parents with regular and useful information about pupils' progress and the curriculum through termly overviews and open evenings, for example to explain the school's approach to the teaching of literacy skills. As a result, parents value the contribution that the school makes to their children and to the local community.

The school ensures that pupils have worthwhile opportunities to be involved in decision-making and to undertake leadership roles. Pupils in the school council, 'criw

Cymraeg' and digital leader groups play an active part in school life. For example, pupils play a leading role in organising fundraising activities for the local church. Digital leaders produce useful posters to promote the schools anti-bullying messages. As a result, pupils develop well as active citizens who know that their contributions are valued and important.

Leadership and management: Adequate and needs improvement

The headteacher leads the school with commitment and energy. Staff and parents recognise and value the positive contribution that she makes. She encourages members of the wider community to support the school beneficially. In addition to her leadership responsibilities, the headteacher has a significant teaching commitment. Although not an official school leader, the permanent teacher supports the headteacher successfully by assuming responsibility for the day-to-day running of the school in her absence and by leading on many aspects of the school's work. As a result, all pupils learn in a safe, engaging and caring learning environment.

All members of staff are aware of their own roles and those of their colleagues. They carry out their responsibilities diligently. Communication within the school community is strong. Teachers attend regular staff meetings at which they discuss school matters as well as school improvement priorities. The headteacher ensures that she shares relevant information and agreed actions from these meetings with other staff members when appropriate.

The school is addressing many national priorities suitably, including preparing for the new curriculum and introducing aspects of the digital competence framework. The school's enrichment activities support the ethos of the new curriculum and contribute well to developing pupils as enterprising and creative individuals.

The governing body is supportive of the headteacher and knows the school well. Governors use their individual skills and experience to support the school beneficially. For example, governors assist with extra-curricular activities and support pupils to improve their reading skills. They make regular visits to gain first-hand information on the progress that the school is making towards meeting its improvement priorities. As a result, they have a generally secure understanding of the school's strengths and areas to improve. They are beginning to challenge the headteacher more effectively, for example on the benefits of the school's provision for developing pupils' literacy skills.

Staff and governors undertake regular activities to evaluate the work of the school. These include learning walks, the scrutiny of pupils' work and talking to pupils. In addition, the headteacher makes suitable observations of lessons. Through this work, they identify strengths and areas that require improvement in the school's provision. However, they do not always identify well enough areas that require improvement within standards. In addition, although they identify important weaknesses, they do not always address them quickly or well enough. For example, they recognise ongoing shortcomings in provision in the foundation phase, but have not addressed these robustly enough. As a result, over time, the progress that pupils make in this phase is not always strong enough.

In recent years, leaders have brought about improvements in areas such as improving attendance and strengthening communication and relationships with parents. The school's improvement priorities link suitably to the areas that leaders have identified as needing development. However, the actions that the school plans to take are often too broad and not specific enough. Leaders do not always consider well enough how actions will bring about improvements to pupils' standards, for example in improving pupils' Welsh speaking skills.

The headteacher organises appropriate professional development opportunities for staff which are linked to school, individual and national priorities. Staff make good use of visits with other schools to view good practice. For example, following a visit to another local school, they have improved opportunities for pupils to have a say in what and how they learn. The school has suitable processes to manage the performance of classroom-based staff.

Generally, the school has a good range of learning resources. Staff make beneficial use of the school's indoor and outdoor learning spaces to support pupils' learning. In particular, they use the outdoor space well to promote pupils' health and wellbeing through opportunities for physical activity. Governors and the headteacher monitor school spending carefully and they generally spend grants to support vulnerable pupils appropriately.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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