YR EGLWYS YNG NGHYMRU THE CHURCH IN WALES

Section 50 Inspection of Church in Wales Schools Report Proforma

St Florence VC Church in Wales Primary School
St Florence
Tenby
Pembrokeshire
SA70 8LY

Diocese: St David's

Local authority: Pembrokeshire
Dates of inspection: 10/03/2026
Date of last inspection: 2014
School's unique reference number: 6682055
Headteacher: Julie Davies
Inspector's name and number: Rebecca Morteo

School context

St Florence is a Voluntary Controlled Church in Wales primary school, set in the rural village of St Florence, Pembrokeshire. There are 69 learners on roll. Nearly all learners are of White British heritage. No learners speak Welsh or an additional language at home. The 3-year average for children eligible for free school meals (eFSM) is 11%. 9% of learners have an additional learning need (ALN). Learners are currently organised into three classes of mixed-age groups. The school has been working alongside another local Church in Wales school for a number of years, and the two schools were formally federated in January 2026. The Executive Headteacher oversees both schools, with a Head of Base assigned to each individual school.

The distinctiveness and effectiveness of St Florence as a Church in Wales school

St Florence Church in Wales Primary School sits at the heart of its rural community. Positive, respectful relationships, rooted in Christian values, underpin all aspects of school life. The school's Christian vision is actively lived, encouraging learners, staff, and community members to demonstrate kindness, compassion, and service to others.
Christian values are embedded throughout the curriculum, creating authentic learning opportunities that promote creativity, stewardship, and social responsibility. Learners engage in projects that care for the local environment, care for the community and support charitable causes, reflecting the school's

commitment to putting faith into action. Thoughtful curriculum planning ensures that ethical thinking, reflection, and responsibility are integral to teaching and learning across all subjects, supporting holistic development—academically, socially, morally, and spiritually.

All staff warmly welcome learners, parents, and visitors, fostering a supportive and inclusive environment where everyone feels valued. Strong links with St Florence Church and the wider community enhance these relationships. Parents, the church, and community members collaborate through the Friends of the School (FoS) to support events such as the annual duck race, Christingle, and Remembrance services. These partnerships strengthen the school's Christian ethos and reinforce a shared commitment to community well-being.

Through this deeply rooted Christian approach, St Florence Church in Wales Primary School nurtures compassionate, reflective, and socially responsible young people. The school's ethos ensures that learners are not only academically prepared but also equipped with the moral and spiritual grounding to make a positive difference in their local community and beyond.

Established strengths

- Highly effective Church school leadership, with staff strengths identified, supported, and effectively utilised to enhance school provision.
- Christian values actively put into practice through a carefully planned curriculum, fostering a strong sense of service and responsibility.
- Respectful, positive relationships between learners, staff, parents, and the wider community creating an inclusive and welcoming environment.
- Strong community links, offer a range of opportunities for the church, learners, and families to come together for celebration, worship, and enjoyment.
- Strong partnerships with other Church in Wales schools, the Diocese, and the Church in Wales support the sharing of good practice and contribute to the development of Church schools more broadly.

Recommendations

- Develop learners' involvement in planning, leading, and evaluating collective worship, fostering ownership and further engagement with the school's spiritual life.
- Ensure consistent approaches to planning and delivering worship that fully reflect Anglican traditions across the school.
- Strengthen the newly federated Governing Body's contribution to the development and monitoring of the school's Christian ethos.

The school, through its distinctive Christian character, is meeting the needs of all learners including the contribution of Religion, Values and Ethics to the Christian character of the school

The school presents a welcoming, inclusive, and distinctly Christian environment, where children feel safe, valued, and respected. This positively impacts upon

learners by fostering a strong sense of belonging, enabling them to grow in confidence and develop respectful relationships with others.

Creative opportunities, such as working with local artists to design the mural at the front of the school—which reflects the duck race, fireworks, the FoS rainbow, the church, and the dove on the school logo—provide an immediate understanding of the school's Christian vision, with a strong focus on community. The values tree in the entrance further reinforces the importance of values, and all staff warmly welcome learners, families, and visitors, fostering strong and respectful relationships across the whole school community.

Links with the community are a particular strength. These partnerships enrich school life and create a highly inclusive environment where everyone feels valued. Learners engage with the community through performance and celebration, including a walking nativity around the village and choir performances in a local hospital, helping learners understand the importance of sharing joy and supporting others.

The school makes excellent use of its grounds and local area. Through carefully planned curriculum opportunities, learners develop a sense of wonder and appreciation for the natural world. Topics such as All Things Bright and Beautiful and God's Green Earth, alongside projects like the Harmony Rivers initiative and litter-picking activities, promote environmental stewardship and responsibility.

Social action is central to the school's ethos. Learners support local and national charities and maintain strong links with the church, including foodbank contributions. Learner-led projects, such as preparing treat boxes for elderly residents during Christmas, encourage empathy, kindness, and a sense of service. As a result, children develop a strong understanding of compassion and responsibility for others, gaining a sense of pride in making a positive difference in their community. This helps them grow into thoughtful, socially aware individuals who recognise the importance of helping those in need

Classrooms and shared spaces reflect a strong Welsh Christian ethos and promote a clear sense of cynefin through both values and curriculum experiences. Classroom teaching links biblical teachings with school values and everyday life, helping learners make meaningful connections between faith and personal experience. RVE is inclusive of all faiths and non-religious philosophical convictions, enabling learners to explore, compare, and respect beliefs from different religions, including Islam, Judaism, and Hinduism.

Cynefin is a strong feature of the curriculum, with visits to Skomer Island, local beaches, Tenby Church, St Mary's Church in Pembroke, and St Govan's. The Welsh ethos is reflected in displays for St David's Day, bilingual signage, and Welsh flags, promoting a strong sense of belonging. Learners also regularly participate in events at the local church, including Harvest, Easter, and Christmas, helping to deepen their understanding of faith and community.

The impact of collective worship on the school community

Values are at the heart of worship, and nearly all learners are able to discuss the importance of values for the whole school community. In addition, some are able to explain how values influence their everyday actions and decisions. Learners are engaged and respectful during worship, both when entering and participating.

They are able to reflect thoughtfully on the content of worship, both in the moment and later in class discussions.

Opportunities for learners to engage in worship through song are encouraged. Weekly visits from the music teacher include a wide range of traditional hymns as well as modern worship songs, enriching the spiritual life of the school.
A structured weekly timetable for worship incorporates a variety of approaches, including Criw Cymraeg, values-focused worship, and class-based worship.
The school has established a Spiritual Leaders' Group, which is beginning to develop planning and evaluation of worship.

Class worship is held weekly with a focus on values, although the structure and approach can vary between classes.

Daily prayers are an integral part of school life, including lunchtime and home-time prayers, as well as those offered during worship.

The school has worked closely with the local community to ensure that worship is both inclusive and empathetic. This approach supports the spiritual development of all learners and reinforces the school's Christian ethos in a meaningful and accessible way.

The effectiveness of the leadership of the school as a Church school

Leaders have a clear Christian vision that fosters a positive learning environment for all members of the school community. Staff strengths are carefully identified and effectively utilised, with a range of professional learning opportunities provided to enhance Church school leadership. Staff feel valued and work collaboratively as a team.

Leaders are highly effective in promoting positive relationships across the school, with families, and within the wider community. They also maintain strong partnerships with other Church in Wales schools, the diocese, and the Church in Wales itself - for example, through the Headteacher's and Chairs of Governors' contributions to the Education Directorate Group. These connections positively impact upon the school community and support the development of Church school leadership.

Leaders ensure that values underpin all aspects of school life. Their vision for the curriculum begins with a focus on Church school values and RVE, creating varied opportunities for authentic and meaningful learning experiences. They also ensure that social action is embedded within learning, allowing learners to put values into practice.

The newly formed federation has created opportunities to share good practice across schools. For example, the sacred spaces practice embedded at the partner school is now being introduced at St Florence, to further enrich worship and spiritual development.
Foundation Governors have a strong understanding of the distinctiveness of a Church school and the local community. As the federated governing body

continues to develop, plans are in place to ensure that it is fully equipped to support the school's vision, values, and ongoing development effectively.

Spotlight – Developing Future Leaders

The school engages in a variety of opportunities that allow staff to develop professionally, learn from others, and share good practice. The sharing of expertise and leadership skills across the federation has strengthened the development of staff, the curriculum, and the school's Christian vision.

Both the Executive Headteacher and Chair of Governors have participated in the Diocesan Directorate, enhancing their understanding of diocesan priorities and Church school leadership. The Executive Headteacher is also a trained Section 50 inspector, further deepening knowledge of distinctive Christian leadership.

Within the federation, the Base Leader of the partner school leads on RVE across both schools, supported by a member of staff at St Florence. He is part of the Flourishing Leaders Church in Wales leadership programme and demonstrates a clear vision for his own leadership. The opportunities and delegated responsibilities have strengthened his leadership skills significantly.

The school's commitment to staff development is evident in the number of staff gaining additional qualifications and the recognition of achievements such as the Apprentice of the Year award. These initiatives foster a culture of professional growth and collaboration, in turn supporting the development of the Christian ethos.

The school meets the statutory requirement for collective acts of worship	**YES**
Religion, values and ethics is objective, critical and pluralistic	**YES**