

This letter is also available in Welsh

Machen Primary School  
Commercial Road  
Machen  
CF83 8NA

16/10/2025

Dear leaders and staff

**Interim visit:** October 2025

A team of inspectors recently visited Machen Primary School to consider the school's recent progress against two of its improvement priorities. During the visit the team had the opportunity to observe teaching and learning, look at pupils' work and talk to pupils, staff and leaders.

Below is a summary of progress.

**Focus of visit**

**Improve opportunities to develop pupils' deeper understanding and application of skills across the curriculum, especially when engaged in independent learning**

- Most pupils have a clear understanding of what is expected of them in lessons. They concentrate well, work effectively with their peers and show enthusiasm and resilience when carrying out their learning tasks. They respond positively to challenge and sustain effort when activities require perseverance.
- Most pupils use their communication and mathematical skills confidently during lessons and in their independent tasks. They make beneficial use of the resources and guidance that teachers provide, which supports them to make steady progress and to manage aspects of their learning successfully.
- Most older pupils engage positively with the independent tasks that teachers plan for them. They value the opportunities to be creative and to make decisions about how they learn, for example by selecting the level of challenge in mathematics or choosing how to present their ideas in topic work.

Estyn, Llys Angor, Heol Keen, Caerdydd,  
CF24 5JW Ffôn: 02920 446446  
[ymholiadau@estyn.llyw.cymru](mailto:ymholiadau@estyn.llyw.cymru)  
[www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

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Estyn, Anchor Court, Keen Road,  
Cardiff, CF24 5JW Telephone: 02920  
446446 [enquiries@estyn.gov.wales](mailto:enquiries@estyn.gov.wales)  
[www.estyn.gov.wales](http://www.estyn.gov.wales)

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- In the best instances, teachers plan meaningful contexts for independent learning that link well to pupils' previous experiences and provide clear success criteria to guide them. These tasks help pupils to apply their knowledge purposefully and to extend their understanding.
- In a few cases, teachers do not prioritise sufficiently those independent learning tasks that enable pupils to apply their prior learning or to engage with their work in sufficient depth.

**Ensure consistency in the quality and use of pupil feedback to support pupils to make improvements to their work**

- Leaders have prioritised improving the consistency and effectiveness of feedback and marking. They have worked closely with staff to establish clear expectations through revised policies that link directly to classroom practice. As a result, staff have a stronger understanding of effective approaches and are beginning to refine those that have the greatest impact on pupils' learning.
- Most teachers use verbal feedback effectively to move learning forward. They question pupils skilfully to promote deeper thinking and problem-solving, helping them to stay focused and engaged.
- In most classes, teachers use the school's marking strategies well to show pupils what they do well and how to improve. They provide helpful feedback that supports pupils to refine their work, for example by improving vocabulary, or extending their mathematical reasoning through additional challenge tasks.
- In the best examples, pupils respond thoughtfully and with growing sophistication to feedback. They enhance the quality of their work. However, in a few instances, opportunities to correct errors, address misconceptions and make deeper, more meaningful improvements are missed.
- Staff are beginning to provide a few suitable opportunities for pupils to discuss their work with peers and learn from each other's feedback.

The school's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<https://estyn.gov.wales/education-providers/machen-primary-school/>

Yours sincerely



**Liz Miles**

Assistant Director