

Summary of the key points from our inspection report:

- **School Environment & Leadership:** The school is nurturing and welcoming, with a positive atmosphere created by leaders, teachers, and staff. The recently appointed headteacher's vision emphasises raising aspirations and empowering the school community, fostering collaboration and a strong team culture.
- **Support for Pupils:** Teachers effectively support pupils, including those with additional learning needs (ALN) and those from disadvantaged backgrounds, ensuring good progress from their starting points. The school provides a calm environment for ALN pupils with tailored provisions and strong collaboration with families and external agencies. The school needs to continue to build on its support for More Able pupils.
- **Language & Literacy Development:** The school excels in language acquisition, with staff acting as strong language role models. Pupils make good progress in speaking, listening, reading, and writing. There is a consistent approach to reading, and by Year 6, pupils are confident readers.
- **Mathematics & Numeracy:** Pupils demonstrate confidence in mathematics, with good progress in number-related skills. The school needs to continue to build on Reasoning Skills across the school.
- **Curriculum & Creative Development:** The school provides a stimulating environment for both independent and collaborative learning. There are strong opportunities for creative development, such as music and art, and good physical skills development.
- **Pupil Engagement & Leadership:** Many pupils take on leadership roles in various pupil voice groups, such as Climate Leaders, and speak proudly of their contributions. Collective worship supports spiritual and moral development.
- **Leadership & Monitoring:** The school uses effective evidence to evaluate its work, leading to improvements, including in Welsh language skills. Monitoring should now focus on the development of challenge.
- **Staff Development & Governance:** The school supports professional development for staff, including early career teachers. Governors provide strong support, ensuring effective use of resources, such as the pupil development grant, and working to address national priorities for school improvement.

In summary, Magor Primary School is a supportive and effective learning environment with strong leadership, positive pupil outcomes, and a focus on collaboration and development.

Recommendations and Actions Already Taken Towards these:

R1. Improve the quality of monitoring and evaluation to ensure that processes identify areas for improvement robustly, including ensuring that teaching provides suitable challenge for all pupils.

09.2024	Monitoring cycle produced to highlight areas for development.
10.2024	Level of challenge identified as a development priority through book looks and learning walks carried out with external partners.
10.2024	Inset day focussed upon using Maestro curriculum tool to build further challenge opportunities and progression throughout the curriculum.
11.2024	Lesson observations undertaken, highlighting strengths and areas for development for all teaching staff.
01.2025	Action research project focussing upon consistency of challenge (including listening to learners) undertaken by members of the Senior Leadership Team.
03.2025	Visit by members of Senior Leadership Team to another school setting to observe good practice in supporting the development of challenge and independence.

R2. Continue to develop a curriculum that provides an authentic, cohesive and systematic approach to the development of pupils' skills over time.

10.2024	Inset day focussed upon using Maestro curriculum tool to build further challenge opportunities and progression throughout the curriculum.
02.2025	Action research project carried out by members of the Senior Leadership Team looking at successful Curriculum for Wales implementation across the country.
03.2025	Visit by members of Senior Leadership Team to another school setting that has recently redeveloped their curriculum.

R3. Improve the quality of pupil feedback to support and provide pupils with meaningful opportunities to respond and improve their work

09.2024	New feedback policy developed, allowing teaching staff to spend more time working alongside pupils.
11.2024	Listening to learners' activity demonstrated that pupils felt that they now receive more support within lessons.
02.2025	Policy further developed to include more opportunities for pupils to respond to their next steps.