

Thornhill Primary School
Heol Hir
Thornhill
Cardiff
CF14 9LA

This letter is also available in Welsh

30/09/2025

Dear leaders and staff

Interim visit: September 2025

A team of inspectors visited Thornhill Primary School recently to consider progress in relation to two recommendations from the previous core inspection. The inspection team took the opportunity to observe teaching and learning, talk with pupils and staff, consider documentation, and look at samples of pupils' work. Below is a summary of the findings from the visit.

Focus of visit

Improve the effectiveness of school improvement planning

- Since the core inspection, senior leaders have adopted a more strategic approach to monitoring and to school improvement. They work closely with staff and governors to observe teaching and learning, review planning, and gather the views of stakeholders purposefully.
- Overall, senior leaders identify areas for improvement in teaching, learning, and wider school life accurately. They are beginning to prioritise and focus school improvement targets on the most important areas for development more sharply.
- Leaders evaluate progress against school improvement targets regularly, but do not always focus closely enough on the impact of their work on pupils' learning or improvements to teaching.
- Leaders recognise the need to strengthen staff understanding of the school's main improvement priorities by aligning them with monitoring activities and performance management targets.

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Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

- A strong culture of trust at the school enables colleagues to share good practice and engage in professional dialogue. Teachers benefit from regular performance reviews, worthwhile professional learning opportunities and visits to other schools.

Ensure that teaching across the school challenges all pupils, particularly those who are more able

- Leaders have embedded systems to help support teachers to plan and deliver learning experiences with different levels of challenge for different pupils, including the more able. In general, teachers use these suitably to ensure that learning activities support pupils to make appropriate progress. Leaders recognise that in mathematics, teaching is not yet as successful in challenging pupils as in other areas of learning.
- Provision for younger pupils is suitably challenging and engaging. Teachers use the outdoors well to enhance pupils' learning and to provide authentic learning experiences that support their early development creatively. In a majority of cases, adults support and enable pupils' learning and progress effectively.
- In many classes, teachers provide pupils with clear guidance and ensure that they have increasing opportunities to build greater independence and ownership of learning, such as through independent missions. These activities help older pupils develop and consolidate their learning beneficially.
- In most cases, teachers ensure that learning proceeds at a suitable pace and that pupils do not sit passively for extended periods. Where pupils need time to consider information or time to discuss with their classmates, they allow appropriate time for this to happen.
- In many cases, teachers' feedback is supportive and enables pupils to reflect on their progress and make improvements where needed.

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

<http://www.estyn.gov.wales/provider/6812176>

Yours sincerely



Liz Miles

Assistant Director