



19 December 2024

Dear

One further report has been issued in relation to Christ the Word Catholic School - please find attached

Yours sincerely

Robert Gairey
Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn
Arolygiaeth Ei Fawrhydi Dros Addysg A Hyfforddiant yng Nghymru His Majesty's Inspectorate For
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Mae Estyn yn croesawu gohebiaeth yn Gymraeg a Saesneg. Bydd gohebiaeth a dderbynnir yn y naill iaith neu'r llall yn cael yr un flaenoriaeth.
Estyn welcomes correspondence in both English and Welsh. Correspondence received in either language will be given equal priority.

-----Original Message-----

From:
Sent: 16 December 2024 15:15
To: Enquiries <Enquiries@estyn.gov.uk>
Subject: RE: Freedom of Information request - Christ the Word Catholic School, Rhyl

Dear Enquiries,

Can I ask if any more monitoring reports have been published re CTW since your last reply to me in July 2024? If so, please could I be sent copies of them?

Yours sincerely,



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

Report following monitoring

Level of follow-up: Special measures

**Christ The Word School
Cefndy Road
Rhyl
LL18 2EU**

Date of visit: November 2024

by

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

Outcome of visit

Christ The Word School is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is maintaining the level of follow-up activity.

Estyn will re-visit the school in around four - six months' time to monitor progress against a sample of the recommendations.

Under the provisions of Section 39 (9) of the Education Act 2005, every annual report to parents prepared by the governing body under Section 30 of the Education Act 2002 must include a statement on the progress made in implementing the action plan.

The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2015 state that an induction period may **not** be served in a school requiring special measures i.e. as described in grounds 6 or 8 in section 2 of the School Standards and Organisation (Wales) Act 2013 (1). The presumption is that schools requiring special measures are not suitable for providing induction for newly qualified teachers, other than in exceptional circumstances. Therefore, schools requiring special measures should not normally appoint a newly qualified teacher (NQT) to their staff.

Progress since the last inspection

R1. Strengthen safeguarding arrangements and address the concerns identified during the inspection

Since the core inspection, the school has lacked a sense of urgency around improving attendance. As a result, the attendance of pupils continues to be a significant concern. It remains notably below expected levels and that of similar schools. In 2023-2024, whole school attendance decreased to an extremely low level of 78.5%. Overall, there has been limited progress against this aspect of the recommendation.

Systems and procedures to raise attendance are at an early stage of development. Until very recently, leaders have not analysed attendance data. As a result, they have not identified trends in the attendance of groups of pupils, or underlying reasons for absence. Consequently, they do not identify precisely enough the barriers to good attendance or plan accurately for improvement.

Leaders have begun to focus on improving persistent absenteeism. This has had a limited impact to date. Leaders do not analyse data about pupil exclusions in order to

understand the reasons behind these exclusions and to proactively address any trends or issues.

Most staff have an appropriate understanding of how to report a safeguarding concern. Staff record any concerns with suitable details which supports leaders to take further action where appropriate, including referring to other agencies. Following training, staff have a suitable understanding of their responsibilities with regards to safeguarding pupils from radicalisation and extremism.

Across the school, pupils report that they know who to turn to if they feel unsafe or concerned. In many classrooms there are respectful, professional relationships between staff and pupils. Although there are stronger processes now in place around safeguarding, currently the school's safeguarding culture is in an early stage of development beyond child protection and bullying.

Leaders do not always promote a culture of safeguarding consistently enough. For example, on a few occasions they miss opportunities to support other staff when dealing with difficult situations such as challenging pupil behaviour. In addition, a few senior leaders lack enough in-depth understanding of safeguarding issues to create a positive safeguarding culture.

Managing behaviour continues to be an area that leaders strive to improve. In the primary phase there are a growing number of classes where professional relationships between staff and pupils have improved. In the secondary phase, pupils behave appropriately in many lessons. However, a minority of pupils' behaviour continues to cause concern. Too many pupils choose not to engage with the learning, routinely disrupt other pupils' learning, and waste valuable time during and between sessions. Pupils leaving the classroom without permission is a common feature of secondary phase lessons. Pupils' in-session truancy remains a concern.

Too many pupils continue to demonstrate poor attitudes to learning. Although they are compliant in lessons, they do not engage positively with their learning. This is generally a consequence of weak teaching.

R2. Improve leadership at all levels, including leaders' ability to evaluate the quality of teaching and learning

Inspectors did not evaluate this recommendation during this visit.

R3. Improve the quality of teaching so that pupils of all ages and abilities make strong progress.

Progress against this recommendation since the core inspection has been limited due to limited strategic planning at a whole-school level. Teachers have been provided with a range of professional learning opportunities on some relevant topics. However, these activities do not meet whole-school, departmental or individual needs and they have not been evaluated sufficiently. As a result, they have had little impact

on the quality of classroom practice. In general, pupils across the school continue to make limited progress in their knowledge, understanding and skills.

Since his very recent appointment, the executive headteacher has identified and shared sensible strategies to address some of the most important basic shortcomings in teaching. In particular, he has made clear the importance of raising expectations regarding engagement, behaviour, attitudes to learning and the level of challenge in lessons. Staff have welcomed the clarity of this focus. However, it is too early to see the impact of these approaches.

Across the school, teachers do not make good enough use of time in lessons. Too often, time is wasted on activities not related to learning. In particular, learning activity frequently stops well before the end of the lesson or pupils are asked to engage in low level tasks such as cutting out and sticking in worksheets. This limits pupil progress and has a negative impact on behaviour and attitudes to learning. The poor punctuality of a few pupils in the secondary phase also impacts negatively on learning.

Where there is appropriate classroom practice in the primary phase, there are respectful, professional relationships. These classrooms are well ordered and purposeful. However, across the primary phase, in many cases, teachers' expectations of what pupils could and should achieve are not high enough. They provide overgenerous praise and do not challenge pupils to produce their best work.

Primary phase teachers work together to promote consistency across the provision. For example, they provide consistent daily guided reading and early phonics sessions. However, in many cases, the activities that teachers plan do not take good enough account of the next steps that pupils need in their learning, and do not challenge pupils well enough to develop their skills or their knowledge. As a result, in many lessons, pupils make limited progress.

In most cases, primary phase teachers over scaffold activities. For example, they provide highly structured worksheets, or scribe answers on the board for pupils to copy. This means that pupils, particularly those who are more able, do not have enough opportunities to think for themselves. For example, pupils of all abilities complete generic worksheets, rather than using and applying their learning more creatively. In addition, teachers provide low level activities such as colouring and wordsearches that do not support pupils to make good enough progress.

In the secondary phase, in all but a few instances, teaching is characterised by low expectations and weak planning. Many, teachers plan activities without due consideration of what they want pupils to learn. This results in pupils simply being kept busy by low-level tasks such as copying that do not challenge them to think or engage them in their learning.

In most cases, secondary phase teachers ask only simplistic, closed questions and do not challenge pupils to develop their thinking. In particular, they allow a small

number of pupils to dominate class discussion while other pupils remain passive. In these lessons, teachers are too tolerant of pupils' limited engagement or disruptive behaviour. They give excessive praise to mediocre or even poor work.

The new senior leadership team are quickly developing a realistic understanding of the key aspects of teaching that require the most urgent improvement. However, because of a lack of meaningful self-evaluation activities to date, leaders across the school have only a limited understanding of the specific areas for development in teaching. This inhibits significantly their capacity to plan for and secure improvement.

R4. Ensure that the curriculum provides pupils of all ages with broad, balanced and relevant learning experiences

Inspectors did not evaluate this recommendation during this visit.

R5. Strengthen the provision for the progressive development of pupils' skills

Inspectors did not evaluate this recommendation during this visit.