

From: [Robert Gairey](#) on behalf of [Enquiries](#)

Date: December 2025 07:49:00

Subject: Freedom of Information request - Christ the Word Catholic School, Rhyl

Attachments: [Monitoring report Christ The Word School 2025.pdf](#)

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Dear

Please find attached the latest report for Christ te Word School in accordance with Estyn's Freedom of Information procedures.

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 Education and Training in Wales

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

From:

Sent: 08 December 2025 23:35

To: Enquiries <Enquiries@estyn.gov.uk>

Subject: RE: Freedom of Information request - Christ the Word Catholic School, Rhyl

Dear Enquiries,

Can I ask if a new report has now been written since your reply to me last week? If so, please can I be sent a copy of it?

Yours sincerely,

Report following monitoring

Level of follow-up: Special measures

Christ The Word School

**Cefndy Road
Rhyl
LL18 2EU**

Date of visit: November 2025

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, there have been many changes in leadership at different levels that have led to intermittent progress in addressing this recommendation. As a result, whilst procedures to safeguard pupils have been strengthened at various intervals, and there is currently a strong focus on these aspects, they are yet to be embedded throughout the school.

Leaders are beginning to work proactively to develop a culture of safeguarding, ensuring that key staff are visible and approachable. They have delivered additional training for staff to supplement their understanding of aspects relating to safeguarding, such as understanding the impact of adverse childhood experiences on pupil well-being. Recently, leaders have started to involve pupils purposefully in promoting a culture of safeguarding.

For example, staff now explain the role of safeguarding leads within the school to pupils and promote children's rights in regular age-appropriate assemblies. Newly appointed pupil safeguarding ambassadors in the upper school help provide leaders with valuable feedback, such as which topics to prioritise in future assemblies. Recently, leaders have introduced specific strategies to ensure that pupils with English as an additional language and their families are supported to ensure they can access well-being support as required.

In the sessions observed, pupils in the lower school generally demonstrate positive attitudes to learning. However, low-level disruption is a feature of too many lessons in the upper school and is usually linked to ineffective teaching, including low expectations. In the strongest examples, teachers use specific strategies skilfully to create a calm working environment, for example as pupils transition between activities.

Attendance rates remain a significant concern across the school, and punctuality to lessons remains an area for improvement in the upper school. Recently, a series of new strategies has been introduced to improve attendance. These include the reinstatement of the Attendance Officer role, the implementation of attendance support plans, and efforts to increase parental engagement. Leaders have used pupil and parent voice activities to inform targeted interventions, and these show some emerging positive signs. They are beginning to evaluate key data suitably and include relevant members of staff in this work. This is beginning to enable leaders to target groups of pupils for mentoring. However, it is too early for leaders to fully evaluate the impact of recently introduced procedures and practical strategies to support pupil attendance.

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.

Since we last monitored progress against this recommendation, the school has continued to focus on improving teaching and has provided staff with suitable professional learning opportunities to support their planning and questioning. Work with teachers in the lower school has concentrated on improving the outdoor provision, mapping the curriculum and developing the reading and writing skills of pupils in Years 3 to 6. In the upper school, the main focus has been on developing learning plans and considering the impact of teaching on learning.

Overall, staff have positive working relationships with pupils. Teachers generally use effective classroom routines to which pupils respond well, and they predominantly manage behaviour suitably. However, on occasions, teachers are too accepting of low-level disruption. Generally, teachers demonstrate sound subject knowledge, and they model subject terminology well. They are beginning to use helpful strategies to explicitly teach vocabulary across the curriculum. There are now more appropriate opportunities for pupils to write at length in different subject areas. Teachers encourage pupils to plan before they write. However, support for pupils' writing is overly structured at times and does not allow pupils to demonstrate their understanding independently.

Teachers of the youngest pupils now plan suitable activities that engage pupils and support them to begin to develop independent learning skills. These include a notable improvement in the use of the outdoor areas. In the strongest examples, pupils engage well with tasks that provide beneficial opportunities for them to apply skills at an appropriate level. Older pupils in the lower school now have regular opportunities to apply their literacy skills in different contexts. Overall, teachers in the upper school plan purposeful and relevant activities that are generally well sequenced. However, the pace of learning is often too slow. For example, starter activities take too long which impacts on pupils not having sufficient time in lessons to acquire, practise or demonstrate their understanding of new subject knowledge or skills.

In general, teachers provide clear instructions and explanations. They question well to check for understanding and facilitate recall. They are beginning to question pupils to probe their understanding and deepen their knowledge. However, pupils' verbal responses remain underdeveloped. Often, teaching lacks appropriate challenge which limits pupils making the expected progress. Teachers do not always adapt the lessons well enough to cater for the needs of individuals, particularly in the upper school.

The school's strategy to improve the quality and impact of written feedback on pupils' work is now beginning to be seen more consistently in pupils' books.

In the best cases, teachers provide helpful comments that lead to pupils improving their work. However, the quality and impact of this feedback remains variable. Additionally, the extent to which teachers support pupils as they work and provide them with effective verbal feedback varies.

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.

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