

**From:** [FOI Requests](#)  
**To:** [REDACTED]  
**Bcc:** [FOI Requests](#)  
**Subject:** FW: Freedom of Information request - Christ the Word Catholic School, Rhyl  
**Date:** 22 July 2026 10:05:00  
**Attachments:** [Christ The Word School monitoring visit 2026.pdf](#)

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Good morning [REDACTED],

Please find attached the latest monitoring report for Christ the Word Catholic School, Rhyl following your Freedom of Information request.

Kind regards,

[REDACTED]

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**From:** FOI Requests  
**Sent:** 24 June 2026 10:55  
**To:** [REDACTED]  
**Subject:** RE: Freedom of Information request - Christ the Word Catholic School, Rhyl

Good morning [REDACTED]

Thank you for your Freedom of Information request.

I can confirm safe receipt of your email and will aim to respond within the statutory timeframe.

Kind regards,

[REDACTED]

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

**From:** [REDACTED]  
**Sent:** 24 June 2026 10:14  
**To:** Enquiries <[Enquiries@estyn.gov.uk](mailto: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 December? If so, please could I be sent copies of them?

Yours sincerely,

[REDACTED]

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

Dear [REDACTED]

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

Yours sincerely

[REDACTED]

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 [REDACTED]

[REDACTED]

Cyfeiriad: Llys Angor, Heol Keen, Caerdydd, CF24 5JW

Address: Anchor Court, Keen Road, Cardiff, CF24 5JW

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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.

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[2][USEMAP]

[3][IMG] [4][IMG] [5][IMG] [6][IMG] [7][IMG] [8]Estyn HMI tiktok [9][USEMAP] [10][IMG] [11][IMG]

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**Report following monitoring**

**Level of follow-up: Special measures**

**Christ The Word School**

**Cefndy Road  
Rhyl  
LL18 2EU**

**Date of visit: June 2026**

**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**

Inspectors did not evaluate this recommendation during this visit.

### **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 the last monitoring visit, the school has taken some suitable actions to improve specific aspects of teaching. For example, leaders have provided professional learning focused on developing questioning and challenge.

Whilst this is starting to develop a stronger shared understanding of the school's expectations regarding effective teaching, there remains too much variation in how well teaching supports pupils to make progress in their learning. In general, teachers create a calm learning environment where pupils behave well and show suitable levels of respect for their teachers and peers. Where teaching helps pupils to make suitable progress, teachers have secure subject knowledge, develop positive working relationships, provide clear explanations and plan appropriately challenging activities. These teachers have suitably high expectations of pupils' engagement and progress and help pupils to build suitably on their prior learning.

It remains the case, however, that too often pupils do not make as much progress in their learning as they could. In these sessions, teachers do not have high enough expectations of what pupils can achieve and plan undemanding tasks that keep pupils occupied, but do not contribute meaningfully to their learning.

Activities are often overly scaffolded which limits how well pupils develop independence in their learning. In some sessions, repetitive tasks reduce the pace of learning, whilst in others, pupils do not have sufficient opportunities to consolidate their learning. In these sessions, teachers do not challenge pupils' limited engagement with learning well enough. The impact of written feedback remains too variable. It is often too positive and does not make clear enough how pupils can improve their work. There is too much inconsistency in how well pupils respond meaningfully to their teachers' feedback.

#### **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**

Since the last time that this recommendation was evaluated, the school has taken some appropriate steps to strengthen this aspect of its work. For example, the leadership and coordination of the provision for pupils' skills have been strengthened, and staff have been provided with a range of relevant professional learning activities. The school has strengthened its provision for reading and this is starting to improve pupils' enjoyment of, and enthusiasm for, books. Teachers and leaders across the school are beginning to plan more opportunities for pupils to use their literacy and numeracy skills.

Staff in the lower school are beginning to develop appropriate opportunities for pupils to develop their digital skills. These staff have strengthened planning for the development of pupils' communication and mathematical skills. In the youngest classes, well-considered learning areas identify clear opportunities to extend pupils' ideas and understanding. This is at an early stage of development and staff sometimes miss opportunities to develop pupils' skills as they work independently.

Teachers in Years 3 to 6 provide regular, appropriate opportunities for pupils to write for a range of purposes. In the best examples, pupils make improvements to their writing in response to teacher feedback in literacy lessons. However, teachers do not always ensure that pupils apply their writing skills at a suitable level.

In the upper school, staff in subject areas across the curriculum have developed a range of activities to help pupils to improve their extended writing. This has resulted in pupils having more broadly suitable opportunities to write at length for a few different purposes and audiences. The school has introduced planning sheets that are starting to help pupils think more carefully about how to structure their work. However, there is too much variation in how effectively these resources are used by teachers. In particular, over-scaffolding often limits how well pupils can plan their writing independently. In addition, teachers are too accepting of brief, underdeveloped responses. Often, teachers' written feedback is not consistent enough in improving the technical accuracy of pupils' writing.

In general, pupils in the upper school identify relevant information from texts with suitable confidence, but reading activities are overly focused on the retrieval of basic information. Many pupils do use inference and deduction, but too often this is at only a basic level due to the tasks and resources being insufficiently challenging. Across the curriculum, pupils do not have enough opportunities to develop advanced reading skills, such as summary and synthesis.

Although a minority of teachers are starting to use questioning appropriately to check pupils' understanding, overall, there is too much variation in how well teaching supports the development of pupils' oracy skills. Too often, teachers accept brief, undeveloped responses. In many cases, pupils lack the general and subject-specific vocabulary necessary to express themselves fully. Strategies to develop pupils' numeracy skills across the curriculum remain at an early stage. Authentic, suitably challenging opportunities for pupils to practise and develop these skills continue to be an area for development.

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