

RE-INSPECTION
OF
MARY IMMACULATE HIGH SCHOOL
WENVOE
CARDIFF
JUNE 2004

Mary Immaculate High School was inspected in March 2003, and judged as having serious weaknesses, as set out in Section 5 of the Welsh Assembly Government's Circular 28/03: *Schools requiring special measures or found to have serious weaknesses following inspection under Section 10 of the School Inspection Act 1996* (December 2002).

As part of the Welsh Assembly Government's requirements for schools with serious weaknesses, Estyn undertook a follow-up inspection, which focused on the key issues identified in the inspection in March 2003.

Outcome of the re-inspection

Mary Immaculate High School was judged to have made sufficient progress to be removed from the list of schools with serious weaknesses. This report is a written summary of the re-inspection findings.

Progress since the last inspection

The school is making good progress in:

- raising the standard of pupils' work and in setting ambitious but realistic targets for pupils in both key stages;
- improving the quality of teaching;
- marking pupils' work regularly and monitoring their progress;
- ensuring that statutory requirements and health and safety issues are addressed;
- using tutor time more effectively in the majority of classes;
- working with the LEA to introduce a clearer and fairer disciplinary system that has significantly improved pupils' behaviour by strengthening the sense of community and culture of learning;
- improving attendance rates from 84% at the time of the last inspection to about 89% currently; and
- making the management of the school much more effective by; working more closely with the LEA; producing a useful, rigorous and honest self-evaluation report that identifies targets and measures progress; and ensuring that the school development plan addresses all the main issues identified in the last inspection.

Recommendations

In order to maintain and improve on this progress, the school should work to ensure that:

- improvements in standards of achievement in lessons are translated into higher pupil attainment in national tests and examinations;
- the amount of unsatisfactory teaching is further reduced;
- assessment of pupils' work is thorough and informs them of what they need to do to improve their work and standards of attainment;
- pupils' behaviour continues to improve in corridors and around the school and, especially, in the minority of lessons where mild disruption affects pupils' learning;
- punctuality improves, both at the start of the school day and for lessons; and

- attendance continues to improve and truancy is reduced, in particular among pupils who miss lessons during the school day.