

Garibaldi College

Inspection report

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| Unique Reference Number | 122830 |
| Local Authority | Nottinghamshire |
| Inspection number | 359310 |
| Inspection dates | 30–31 March 2011 |
| Reporting inspector | Joan Hewitt HMI |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|--------------------------------------|
| Type of school | Comprehensive |
| School category | Community |
| Age range of pupils | 11–19 |
| Gender of pupils | Mixed |
| Gender of pupils in the sixth form | Mixed |
| Number of pupils on the school roll | 988 |
| Of which, number on roll in the sixth form | 170 |
| Appropriate authority | The governing body |
| Chair | Helene Denness |
| Headteacher | Elaine Huckerby |
| Date of previous school inspection | 18 June 2008 |
| School address | Forest Town Mansfield NG19 0JX |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. One inspector focused on safeguarding for half a day. Inspectors observed 38 teachers in 41 lessons. One inspector also conducted a series of brief lesson visits focused on the engagement of students with special educational needs and/or disabilities. Meetings were held with groups of staff, students and the Chair of the Governing Body. Inspectors observed the college's work, and looked at the college's development plan, data and analysis, policy documents, the college's monitoring records and the minutes of the governing body meetings. They considered the responses to questionnaires from 64 parents and carers, 62 students and nine members of staff.

The inspection team reviewed many aspects of the college's work. It looked in detail at a number of key areas.

- How effective have leaders and managers been in ensuring progress is satisfactory or better across all subjects, especially English, mathematics and specialist subjects?
- Is teaching consistently meeting the needs of all groups of students, particularly those with special educational needs and/or disabilities and more- able boys, so that they all make satisfactory or better progress?
- Do leaders effectively monitor and accurately evaluate the college's performance and use this evaluation to secure clear and sustained improvement particularly for those with special educational needs and/or disabilities and more- able boys?
- How effective have leaders and managers been in ensuring satisfactory or better outcomes for students in the sixth form?

Information about the school

Garibaldi College is larger than other secondary schools. It gained specialist status in mathematics and computing in September 2003. The college shares the provision for the sixth form with five other local providers. Most students join the college from local primary schools. Almost all students are of White British heritage although other minority ethnic groups are represented. The proportion of students who speak English as an additional language is below that found nationally and all speak English fluently. The percentage of students known to be eligible for free school meals is average. The number of students with special educational needs and/or disabilities is above that found nationally and the number of students with a statement of special educational needs is below average. The college holds the Healthy Schools Gold Award and the International School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

Garibaldi college is a satisfactory and improving school. It has come through a period of underachievement and is now on track to secure further improvements. In the past few years, students have underachieved in important subjects such as mathematics and English. Concerted action by senior leaders has been effective in addressing this and progress is now in line with expectations. The college has been particularly successful in closing the gaps in the progress made by different groups so that all, including more-able boys, make satisfactory progress. Students with special educational needs and/or disabilities have also underachieved in previous years. Senior leaders have put in place intensive support and now they achieve as well as other groups.

The strength of the college lies in its inclusive and caring approach. Students and staff have good relationships and, as a result, students feel safe and happy in college. Behaviour is good both in and out of lessons. Students develop good personal skills and generally adopt healthy lifestyles. The support for students whose circumstances makes them vulnerable is thoughtful and tailored to meet individual needs. The college's work with partners is effective, particularly in the work done to engage potentially disaffected students and those who struggle to attend college regularly. Consequently, attendance is above average.

Over half the lessons seen by inspectors were good or better. More-able students' learning accelerates when teachers plan to ensure sufficient challenge. This is not consistent and in many lessons more-able students complete work easily and their progress is not as good as it could be. Students' workplace skills develop steadily and the college's specialist status enables students to develop good information and communication technology (ICT) skills. There are not enough opportunities for students to develop their literacy and numeracy skills across the curriculum. Consequently, they do not always develop strong skills in these important areas to support their learning. Students in the sixth form also make satisfactory progress from their various starting points. The monitoring of students' progress is sound but lacks sufficient rigour to secure accelerated progress.

One reason for the improving progress is the effective monitoring carried out by senior leaders. The college tracks the progress made by individuals and groups of students. Middle leaders are playing an increasing role in this monitoring and, over the past year, they have developed sound skills in checking the quality of lessons and students' learning. As a result, the college has satisfactory capacity to sustain the improvements in progress and attainment.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Ensure progress is consistently good or better by:
 - ensuring teachers consistently use high-quality questioning skills to promote students deeper thinking and help them to offer extended answers
 - ensuring teachers plan and teach to meet the needs of the most able
 - systematically sharing existing good practice so that lessons are consistently good
 - continuing to sharpen evaluative skills of middle leaders.
- Improve students' workplace skills by:
 - ensuring teachers consistently offer opportunities to develop literacy and numeracy skills across the curriculum
 - promoting students' independent learning, problem-solving and collaborative skills.
- Improve progress in the sixth form by:
 - improving systems to monitor students' progress
 - reviewing the effectiveness of the target-setting for students
 - improving leaders and managers' analysis of progress data.

Outcomes for individuals and groups of pupils

3

Students arrive at the college with attainment, which is broadly in line with that found nationally, but in some year groups, it is below. By the time students leave in Year 11, they have made satisfactory progress and last year the large majority gained five A* to C grades at GCSE. The college's data and some early results demonstrate results are set to improve further this year. The progress made by all groups of students is in line with expectations and those who are known to be eligible for free school meals do slightly better than other groups because of the good support they get.

Students' learning in over half the lessons seen by inspectors was good. Students have warm relationships with their teachers and this promotes their good attitudes to learning. They answer questions when they are prompted to do so by the teacher, but often struggle to choose the right words. In good lessons, they develop independence because teachers provide them with interesting tasks and they solve problems in pairs or groups. This is not consistent and often students lack confidence and teachers provide them with answers too readily.

Students have a well-developed sense of justice and socialise well together. One Year 11 student described her mentor group as being, 'Like a family, I will miss them next year.' Subjects such as drama help students to reflect on their feelings and the world around them. Mentor groups also play their part in developing students' good appreciation of a wealth of different cultures both in this country and globally. Students contribute very positively to the community and they are involved in important activities such as interviewing candidates for teaching posts.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge and this promotes students' enjoyment. There is a core of good and outstanding teaching in the college. In these lessons, teachers plan and provide activities to meet the needs of individuals and groups of students. Consequently, students make good progress. This is not consistent across the college. In a significant proportion of lessons, more-able students are not sufficiently stretched academically. In satisfactory lessons, teachers tend to dominate the dialogue and there are not enough opportunities for students to develop independence. Teachers often miss rich opportunities to help students develop good literacy and numeracy skills. For example, in a satisfactory art lesson Year 8 students were learning how to work with clay. Opportunities to improve students' understanding of two and three-dimensional shapes and words such as 'manipulate' were missed.

There are many good features in the curriculum the college offers, not least in the way it is personalised to meet the needs of students whose circumstances are most vulnerable. There is a wide variety of courses for students to choose at Key Stage 4 as a result of the college's good work with partners. The college's specialist status has had an impact in ensuring that all students gain a good level of skill in ICT. Overall, the curriculum is satisfactory rather than good because the college has not planned to meet students' literacy and numeracy needs with the same attention to detail as it does in ICT.

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The inclusive nature of the college has resulted in strong supportive systems to ensure all students can access lessons. The work the student welfare and attendance team (SWAT) do is particularly strong. For example, the team has been successful in reducing the number of students who regularly struggle to attend college regularly. This has been achieved through tenacious work with parents and carers, along with thoughtful support in college for students. The information and guidance students have at key times is detailed and helpful. Consequently, transitions from primary school and into education, employment or training are smooth.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

There are clear strengths in the leadership and management of the college, particularly in its success in ironing out the gaps in the progress made by different groups of students. This work, along with the good work done in supporting students whose circumstances make them vulnerable and students with special educational needs and/or disabilities, ensures the college offers equal opportunities to succeed.

Development planning is satisfactory because it identifies appropriate priorities and there are clear success criteria so that the college can measure success. However, it sometimes lacks sharpness in identifying precise milestones by which progress is to be monitored. The college makes sound use of the information it has about the quality of lessons to help teachers improve their practice. There are opportunities for teachers to learn from each other and share good practice but this is not fully systematic in moving satisfactory teaching to good.

The governing body fulfils its role satisfactorily and ensures that its statutory duties are met. Its members provide a sound level of support and challenge for the college. The work of the college and the governing body to ensure students' safeguarding is effective, particularly in ensuring high-quality training for all staff.

The college has a clear understanding about its context and the needs of its students and promotes community cohesion effectively. For example, the college has appointed a global learning co-ordinator who has successfully involved students in the Connecting Classrooms scheme. As a result, students have a good understanding of the challenges facing their peers in other countries.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Sixth form

The partnership arrangement the college has with other local schools has broadened the choices of course available for students. The college's specialist status has also had an impact and consequently, the curriculum choice is broad. However, most students are reluctant to travel and choose to stay on the college site.

The progress students make from their often low starting points is satisfactory. This is supported by sound teaching and students speak warmly of the support they receive from teachers. Most students who finish their courses secure employment, further training or university places.

Sixth form leaders have satisfactory systems to monitor the progress students make but this is not done with sufficient rigour or regularity to secure their good progress. Targets set for students sometimes lack challenge so that students do not always have a clear idea of the grades for which they should be aiming. As in the main school, there is an inclusive ethos and care is taken to offer pathways to the least able. Some students do not finish their courses and leaders do not analyse this information effectively to enable them to provide earlier support to other students in this position.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

| | |
|--|----------|
| Overall effectiveness of the sixth form | 3 |
| Taking into account: | |
| Outcomes for students in the sixth form | 3 |
| The quality of provision in the sixth form | 3 |
| Leadership and management of the sixth form | 3 |

Views of parents and carers

The large majority of parents and carers who responded to the questionnaire agreed with all the statements. They were very positive about the experience their children had at college. A few raised concerns about the way the college deals with unacceptable behaviour. Inspectors found that the college has clear systems to deal with any poor behaviour and that students' behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garibaldi College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 988 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 26 | 41 | 32 | 50 | 4 | 6 | 2 | 3 |
| The school keeps my child safe | 21 | 33 | 36 | 56 | 1 | 2 | 6 | 9 |
| My school informs me about my child's progress | 21 | 33 | 37 | 58 | 5 | 8 | 1 | 2 |
| My child is making enough progress at this school | 24 | 38 | 33 | 52 | 4 | 6 | 3 | 5 |
| The teaching is good at this school | 22 | 34 | 34 | 53 | 4 | 6 | 4 | 6 |
| The school helps me to support my child's learning | 11 | 17 | 38 | 59 | 10 | 16 | 5 | 8 |
| The school helps my child to have a healthy lifestyle | 13 | 20 | 40 | 63 | 7 | 11 | 4 | 6 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 17 | 27 | 38 | 59 | 2 | 3 | 3 | 5 |
| The school meets my child's particular needs | 20 | 31 | 32 | 50 | 5 | 8 | 5 | 8 |
| The school deals effectively with unacceptable behaviour | 23 | 36 | 23 | 36 | 8 | 13 | 9 | 14 |
| The school takes account of my suggestions and concerns | 15 | 23 | 36 | 56 | 7 | 11 | 6 | 9 |
| The school is led and managed effectively | 24 | 38 | 27 | 42 | 7 | 11 | 4 | 6 |
| Overall, I am happy with my child's experience at this school | 27 | 42 | 26 | 41 | 6 | 9 | 5 | 8 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 April 2011

Dear Students

Inspection of Garibaldi College, Mansfield, NG19 0JX

Thank you for the warm welcome you gave us when we inspected your college recently. We found it very helpful to talk to you, look at your work and visit your lessons. There are some things that the college does well.

You feel safe in college and your behaviour is good. Your social, moral, spiritual and cultural development is also good and you have a good understanding of your global and local responsibilities.

Adults in the college care about you and support you very well if things are going wrong at home or in college.

Leaders make sure you have equal opportunities to succeed.

Senior leaders and all the staff want the college to be even better so we have asked them to do the following things.

Make sure your progress is consistently good in all subjects by making sure all teachers develop good questioning skills. They should also make sure teachers make sure they stretch the most-able students. They could also make sure that teachers learn from each other so that more lessons are as good as the best.

Help you to develop good workplace skills by making sure all teachers help you to improve your literacy and numeracy skills. They should also help you to develop independent learning skills by giving you more opportunities to work in groups to solve problems.

You can play your part in improving the college by continuing to work hard and behaving well.

Yours sincerely

Joan Hewitt

Her Majesty's Inspector

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