

Garibaldi College

Forest Town, Mansfield, NG19 0JX

Inspection dates

5–6 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Garibaldi College provides well for its students and, as a result, their achievement is good.
- Many students arrive in school with attainment which is below average for their age. By the end of Year 11, their examination results are better than the national average.
- Teaching and learning are good in most lessons. Some teaching is outstanding.
- Careful planning means that students of all abilities are able to take a full part in lessons and do their best.
- Teaching assistants and support workers contribute well in lessons and make sure that all students are able to understand their tasks.
- Behaviour is good in lessons and around the school. Students show respect for each other, adults and the school's equipment.
- The sixth form is good. Students make progress because of good or better teaching.
- The headteacher and senior staff lead the school well. They check teaching carefully and make sure that the standard of students' learning remains high. As a result, the school is improving.
- Leaders have high ambitions for the school and its students. They know the school's strengths well and also where it needs to improve further.
- The governing body is effective and shares the school's ambition. Governors hold the headteacher and senior leaders to account for tackling areas for improvement.

It is not yet an outstanding school because

- In a small minority of lessons, students do not make enough progress because teachers do not check their understanding well enough.
- The achievement of some of students is hindered by their poor attendance.

Information about this inspection

- Inspectors observed 40 lessons, of which five were paired observations with the headteacher and senior leaders. In addition there were short visits to several other lessons to view aspects of teaching.
- They held discussions with students, teaching staff and representatives of the governing body and local authority.
- They checked students' books as well as a range of documents, including the school's self-evaluation, information about pupils' progress, lesson planning and the records of lesson observations. Inspectors also looked at documents relating to behaviour, attendance and safeguarding.
- They considered the results of the 26 responses to the Parent View website and 23 staff questionnaires.

Inspection team

Keith Selby Thomas, Lead inspector	Additional Inspector
Kim Bower	Additional Inspector
Paul O'Shea	Additional Inspector
Steven Goldsmith	Additional Inspector

Full report

Information about this school

- This secondary school is of average size.
- Most students are from White British backgrounds.
- The proportion of disabled students and those who have special educational needs supported through school action is well above average.
- The proportion of students supported at school action plus or with statement of special educational needs is broadly average.
- The proportion of students who are known to be eligible for the pupil premium (additional government funding for specific students, including those known to be eligible for free school meals) is above average.
- None of the school's students are taught elsewhere.
- The school meets the government's current floor standards, which set the minimum expectation for students' attainment and progress.

What does the school need to do to improve further?

- Make sure that more teaching is outstanding by:
 - checking students' understanding during lessons more effectively
 - making sure that the wide range of successful strategies used to engage students in the best lessons is fully developed by all teachers.
- Improve the attendance of students who find it difficult to get to the college regularly.

Inspection judgements

The achievement of pupils

is good

- Students achieve well. Many start school with attainment which is below average. They do so well that, by the time they leave school, their results compare favourably with students in all other schools.
- GCSE results show a good trend of improvement. The 2012 results, which were better than the national average, were achieved by students whose attainment on entry to the school was significantly below average.
- Students are entered early for the GCSE mathematics examination, which provides a good opportunity for the most able students. Those who gain A and A* grades, begin their sixth form studies early.
- The school's systems for checking students' progress are thorough and accurate. They show that the trend for improvement is being sustained. Past underachievement, for example in mathematics, has been tackled. Students are now doing much better because of improved leadership and teaching.
- Students with weaker skills in reading are supported effectively to catch up. Literacy is also successfully promoted in all subjects, which helps to make sure that, by the end of Year 11, standards in English are above average.
- In the sixth form, students' progress is broadly in line with that found nationally. Where, historically, results have been lower than they should have been, performance is improving. Progress is better in work-related and A2 courses than AS Level courses. Courses which have proved to be unsuccessful in the past, do not now run.
- Disabled students and those who have special educational needs do as well as their classmates because teachers understand their needs and plan carefully.
- The school uses the Year 7 catch-up premium effectively. This enables students joining the school that are eligible for this funding, to make similar progress to others of the same age.
- The pupil premium is used well. In 2012, the attainment gap for eligible students was very wide. They were the equivalent of two years behind their classmates in English and around three years behind in mathematics. These students, particularly those eligible for free school meals, were given extra support through small-group teaching and extra activities. As a result, gaps in attainment for this group are closing noticeably.

The quality of teaching

is good

- Teaching is good throughout the school and, at times, it is outstanding. English and mathematics and a range of other subjects are effectively taught and, as a result, students achieve well.
- Teachers aim high. Students know that they are expected to work hard and complete tasks. Teachers challenge students to deepen their knowledge. For instance, in an English lesson, students were encouraged to develop their understanding of inference and deduction when

studying text. This was a demanding task for a class whose previous attainment was low.

- Teachers skilfully ask questions which make students think about their work and how they might improve it. In a music lesson, students commented on each other's performance. In an art lesson, a teacher carefully discussed with a student how and why the quality of a screen print had improved.
- Students are always clear about their individual targets, whether they are recorded in their books or through discussion with teachers. Marking is good and gives clear information about how students can improve their work.
- The school has an imaginative approach to homework. For instance, the project activities in geography have a clear impact on the quality of learning in the subject.
- Good relationships are a very strong feature of the school. Teachers make sure that students enjoy learning and remain interested in activities. They use praise and reward appropriately which contributes to a positive learning environment in which students achieve well.
- Teachers prepare well for disabled students and those who have special educational needs. They appear clearly in teachers' plans and progress records and activities are adjusted so that they can be fully involved in lessons. As a result, they make progress which is as good as other students.
- A good range of strategies is used which accelerate students' progress. They are often asked to discuss possible answers with a partner or a group and, in one lesson, they acted as 'critical friends' to each other, leading to new learning.
- Occasionally, however, teachers' questions do not properly confirm whether students have understood the main points of the lesson, or they fail to stretch students' thinking and further understanding.

The behaviour and safety of pupils is good

- Behaviour is good in class and around the school. Students know rules and routines and comply with them. They are polite when speaking to adults, and are helpful and courteous to visitors.
- Students say that disruption in lessons is rare and, during the period of inspection, this was confirmed by lesson observations.
- The school is an orderly community; movement between lessons and breaks is purposeful and punctuality to lessons is very good.
- Students say that bullying, of any type, is rare. They feel safe and aware of dangers which may face them, including when using the internet. They are also clear that there are good arrangements within school to support anyone who may experience difficulties.
- The school keeps proper records of incidents of bullying or harassment. Scrutiny of these documents shows that such incidents are rare and always dealt with.
- Students are very loyal to their school and speak positively about the opportunities which it offers. They are disappointed that sometimes the school seems to be judged by its 'run-down'

appearance, not 'what goes on inside'.

- A small group of students do not attend school well and, as a result, the school's attendance figure, though broadly average, is not improving quickly enough.

The leadership and management is good

- The ambition and determination of the headteacher and senior leaders to do well is evident in all of the school's work. Self-evaluation is accurate. Leaders know what needs to be done to continue to be successful and have addressed the areas for improvement from the previous inspection.
- A detailed programme of lesson observation and appropriate training where necessary are strong features of senior leaders' work. As a result, teaching has improved. Senior leaders know that they need to maintain this activity to increase the amount of outstanding teaching.
- The school's view of itself is informed by a very comprehensive review of all subjects on a frequent basis. This means that subject leaders are fully aware of the quality of teaching and learning in their subjects and they are able to agree with senior leaders' key strengths and areas for improvement.
- Effective work with the local authority and a local partner school has helped the headteacher and senior leaders to maintain a focus on required improvements. The school has used this support well, specifically to support improvements in mathematics.
- There are well-developed policies for all areas of school activity. This includes the high profile given to literacy. As a result, students' development in this key skill is an important part of teachers' planning in all subjects.
- School leaders make sure that the sixth form is well organised and provides good opportunities. Students speak very highly of the support and guidance available to them.
- The school organises subjects carefully so as to meet the needs of its students. 'Flexible Friday' is an imaginative feature. It allows the school to offer extended learning experiences which combine new and interesting activities with imaginative teaching approaches. This sees that all pupils, including those who are disabled or who have special educational needs, are fully included and achieve well.
- There is a broad range of experiences that contribute well to the students' spiritual, moral, social and cultural development. These include a wide range of trips within the community, to the theatre, careers fairs and, for older students, the opportunity to visit overseas countries.
- A good programme of assemblies gives students opportunities to reflect on some of life's 'deeper issues'. For example, at the end of one assembly, students were asked to close their eyes and consider their own journeys through life and how what they learn each day can be used to help them through the next. The response from students was clearly sincere and reflective.
- Good efforts are made to involve parents and carers in the work of the school. The learning review days, which are held twice a year to discuss students' progress, attract a very high attendance.

- Careful attention is paid to safeguarding and child protection, and statutory requirements are met.

■ **The governance of the school:**

- The governing body makes sure that it is properly organised to play its full part in the life of the school. It challenges and supports the headteacher and senior leaders in tackling areas for improvement. A carefully planned programme of visits means that the school's work is regularly checked. Governors are trained well and properly prepared to work with the school in areas including safeguarding, child protection and staff recruitment. The governors have a good knowledge of how well the school is doing and a clear picture of students' achievements. They also understand the teachers' appraisal system and what is being done to tackle any underperformance. They know that teachers' objectives are properly linked to improved outcomes for students and that pay progression is dependent on these being successfully achieved. Finances are properly used and governors are well aware of the need to use pupil premium funding to bring about improved outcomes for eligible students.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122830
Local authority	Nottinghamshire
Inspection number	406115

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

Type of school	Secondary
School category	Maintained
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	850
Of which, number on roll in sixth form	130
Appropriate authority	The Governing Body
Chair	Helene Denness
Headteacher	Chris James
Date of previous school inspection	30 March 2011
Telephone number	01623 464220
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Email address	gadmin@garibaldi.notts.sch.uk

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