

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
<http://www.gov.uk/ofsted>



23 January 2017

Ryan Hawley
Headteacher
Garibaldi College
Forest Town
Mansfield
Nottinghamshire
NG19 0JX

Dear Mr Hawley

Short inspection of Garibaldi College

Following my visit to the school on 10 January 2017 with Ofsted Inspector Nigel Boyd, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

Since you took up post in September 2015, you have consistently provided effective leadership to bring about further and sustained improvements to the school. You have made significant changes to the leadership structure of the school and strengthened the quality of senior leadership through recent appointments. You, and other senior leaders, have a clear understanding of the school's strengths and are open and honest about areas which are less strong. This means that you have been able to ensure an absolute focus on school improvement. You are realistic but aspirational for all pupils. Parents, staff and governors have complete confidence in your ability to drive continued improvement.

Pupils and staff feel valued. There is a sense of shared responsibility for all aspects of life at the school. Relationships between pupils and staff are positive. Pupils are keen to succeed and value their achievements. Pupils concentrate well and there is a purposeful atmosphere in lessons. There is good collaboration among staff, enabling a focus on improving the quality of education for all pupils.

Since you took up post, you have maintained an absolute focus on improving pupils' attendance. This has been a whole-school priority and all recognise their role in supporting sustained and improved attendance for all pupils. All staff now regularly discuss attendance with pupils and it is often highlighted during assemblies. You have devised a variety of rewards to promote improvement. Pupils recognise the importance of good attendance. They were keen to share their own attendance targets and appreciate the incentives that you have provided. You rightly identify

attendance as a continuing whole-school priority.

Since the last inspection, leaders have worked to develop greater consistency in the quality of teaching, learning and assessment. Leaders have devised an appropriate plan for development and improved the effectiveness of monitoring practices. Senior leaders carry out departmental reviews which identify areas of strength and weaknesses. These are shared appropriately and help drive improvement.

You have rightly identified mathematics as an area in need of improvement. Inspectors recognised that there has been significant instability in staffing in mathematics, which you have addressed. You have taken appropriate action to improve underperformance in this area and have clear plans in place to bring about further improvement.

There have been a number of changes in the governing body since the last inspection, including the appointment of a new chair of governors. You ensure that the governors are well informed about the school's strengths and areas of development. You have increased the governors' involvement in the life of the school and they are beginning to take a wider role in school improvement, for example in their contribution to departmental reviews. The governors are keen to further develop their skills and undertake additional training so that they are able to hold you to account more closely.

Safeguarding is effective.

You have ensured that safeguarding arrangements are effective. There is an extended safeguarding team, who work collaboratively under the leadership of a senior leader. Records are detailed and of high quality. They reflect the determination and tenacity of staff to ensure the best provision and care for pupils. All staff receive regular and appropriate training and demonstrate a good understanding of their responsibilities to ensure children's safety and well-being.

Pupils understand how to keep themselves safe. You endeavour to ensure that the curriculum is updated to cover current issues, such as sexting. Pupils report that incidents of bullying are rare but trust that it would be dealt with swiftly and appropriately, should it arise. Pupils recognise and are understanding of diversity. They are respectful of those who have protected characteristics, for example those who are lesbian, gay, bisexual or transgender. This means that, as well as safeguarding pupils, they are well prepared for life in modern Britain.

Inspection findings

- All pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress in most subjects. Progress in English is particularly strong and was in the top 10% of all schools nationally in 2016.
- Progress in mathematics in 2016 was slightly below the national average for all pupils and was significantly below for disadvantaged pupils. You have already

identified mathematics as a priority and the deputy headteacher is providing significant support to improve the quality of teaching, learning and assessment in this area. Newly introduced systems both support and challenge staff. You are in the process of appointing a new senior leader of mathematics. Inspectors visited a number of mathematics lessons and noted that the progress of pupils who are currently in the school has improved. You are closely monitoring pupils' progress in this subject and judge that outcomes for pupils will improve in next year's examinations.

- Additional funding to support disadvantaged pupils is used effectively. You correctly identify specific areas where pupils require additional support and ensure that their needs are met. You monitor closely the allocation of funding, evaluating the impact on pupils' progress. You have devised a variety of intervention programmes to support pupils, such as additional tuition in mathematics and additional lessons in the school holidays. The progress of disadvantaged pupils is improving and very close to other pupils' progress nationally.
- You have identified that relatively small numbers of pupils choose to take courses that will provide them with the EBacc qualification. You are keen to work with parents and pupils to broaden their understanding of the benefits that such a qualification may give pupils in the future. You have strengthened the quality of provision in Spanish to encourage more pupils to select this as a subject to study in key stage 4. At the time of the inspection, senior leaders were undertaking a review of the curriculum to further ensure that pupils have access to a broad and balanced curriculum which both meets their needs and provides them with opportunities to make rapid progress and succeed.
- Much work has been undertaken to improve the quality of teaching since the last inspection. Senior leaders have carried out departmental reviews which identify areas of strength, in order that good practice may be shared, and areas in need of further improvement. Leaders use this information to devise appropriate support for staff, such as the programme you call 'Good in Ten'.
- You have introduced a whole-school approach to the planning of lessons which ensures that learning outcomes are made clear to pupils. This ensures that they understand what they have to do and how to do it well. Pupils are encouraged to consider their own attitudes to learning and the impact these have on their progress. Since the last inspection, the way in which teachers check pupils' understanding in lessons has improved. In the lessons observed by inspectors, questioning was noted as a strength.
- Excellent pastoral support is provided by the Support, Welfare and Attendance Team, appreciatively known by all as 'SWAT'. Staff monitor pupils' attendance, well-being and progress. The priority that has been placed on attendance across the whole school has further strengthened the impact of the work of this team, enabling them to intervene effectively where necessary. Although attendance remains slightly below the national average for all pupils, and below the national averages for individual groups of pupils, it is improving. However, it rightly remains a whole-school priority. Children who are looked after by the local authority receive excellent support, particularly from SWAT. Their attendance is

good and they make good progress.

- Pupils behave very well in lessons and around school. There is a clear system of sanctions and rewards which pupils understand and appreciate. Pupils report that behaviour is good and say that there is little disruption to their learning in lessons. The number of fixed-term exclusions has significantly reduced but remains slightly above the national average.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- progress in mathematics improves, particularly for disadvantaged pupils
- strategies already in place to improve pupils' attendance are further embedded and developed to effect continued and sustained improvement.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Nottinghamshire. This letter will be published on the Ofsted website.

Yours sincerely

Deborah Mosley
Her Majesty's Inspector

Information about the inspection

During the inspection, the focus was on whether outcomes for pupils remain good, the quality and impact of leadership and management, and the effectiveness of safeguarding arrangements. Inspectors held discussions with senior and middle leaders, other staff and governors. Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtime; they also spoke with pupils and listened to them read. Inspectors visited a number of lessons, some jointly with senior leaders, and examined a variety of school documentation, including those relating to safeguarding, records of the monitoring of the quality of teaching, behaviour logs, information about pupils' progress and attendance records. Inspectors considered the 38 responses to Ofsted's survey, Parent View, the 23 free-text responses from parents, the 16 responses from staff and the surveys conducted by school leaders throughout the year.