

Garibaldi College

Inspection report

Unique Reference Number	122830
Local Authority	Nottinghamshire
Inspection number	322953
Inspection dates	18–19 June 2008
Reporting inspector	Philippa Francis HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Number on roll	
School	1173
6th form	160
Appropriate authority	The governing body
Chair	Mrs H Denness
Headteacher	Mrs E Huckerby
Date of previous school inspection	6 January 2003
School address	Forest Town Mansfield Nottinghamshire NG19 0JX
Telephone number	01623 464220
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Garibaldi is a large college and includes a small sixth form. The college has held specialist mathematics and computing status since 2003. The majority of students come from local communities of Forest Town and Clipstone. Students have a range of socio-economic backgrounds including those from several highly deprived wards in the locality. The percentage of students eligible for free college meals is higher than average. Numbers of boys and girls are similar. Very few students are from minority ethnic groups and almost all have English as their first language. The percentage of students with learning difficulties and/or disabilities is similar to the national average. Students' attainment on entry to the college has improved but varies between below to broadly average in the main college, but is below or well below average in the sixth form.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Garibaldi is a good college with a highly inclusive culture and good promotion of equality and diversity. This judgement matches the college's own self-evaluation. The college's collaboration with other organisations for the benefit of its students is outstanding. Students from a wide range of backgrounds join the college, in some cases with a history of educational concerns, and are welcomed. Parents, students and stakeholders are supportive of the college and it plays an important part in the community. A high number of students progress to the sixth form, many from backgrounds with no previous experience of further or higher education. Through specialist college status in mathematics and computing, initiatives both within college and in the community are influencing positively the use of information and communication technology (ICT) in the locality.

In the main college, students achieve well because teaching is good and the curriculum matches their needs and aspirations. The standards they attain are satisfactory, reflecting their often below average starting points. Achievement and standards in the sixth form are satisfactory, as is teaching. The use of assessment across the college supports learning but does not stretch or provide sufficient challenge for students that are more able. In the sixth form, the curriculum is broad because of effective work in a post 16 consortium of local schools and colleges; however, the provision of foundation and intermediate courses is limited. Students develop well personally and socially at all key stages. Their behaviour is good and their attendance is satisfactory and improving. Students show good commitment to adopting healthy lifestyles and sports are an important part of the curriculum. They take an active part in the life and work of the college, although this is more limited in the sixth form.

Good care, guidance and support ensure students are successful and aim high. Pastoral support is a strong feature of the college; it is extensive, effective and is particularly supportive of vulnerable students. Academic support is good and improving as systems for identifying and supporting under performing students become even more effective. The college prepares students well for their future economic well-being.

Good leadership by the headteacher and senior leaders, well supported by capable middle leaders, ensures a clear and successful focus on raising standards and improving the quality of provision. Governors work effectively to guide the college and to scrutinise and challenge performance. The college has good capacity to improve. It has demonstrated its ability to implement actions for improvement successfully, as is shown through improvements to attendance and behaviour. Almost all areas for improvement identified at the last inspection have been resolved. The college's self-evaluation process is inclusive, rigorous and comprehensive in the main college. Self-evaluation in the sixth form is not yet a strong feature. Some aspects of provision and outcomes have limited evaluation, including the quality of teaching and retention rates. Financial management and value for money are good.

Effectiveness of the sixth form

Grade: 3

Students make satisfactory progress overall and good progress in the specialist subject of computing. Standards attained have improved considerably. In 2006/07, results at advanced level were well below average. Results for the smaller number of students taking vocational courses were high. Based on progress monitoring, attainment in 2007/08 is much improved.

Retention rates are high following marked improvement. Students' personal development is good, although their contribution to the whole college life is limited. They are well prepared for a future at college, university or in the world of work. Progression to higher education is very high.

Development of a post 16 consortium enhances the advanced level curriculum. The range of foundation and intermediate courses, however, is limited and does not fully match needs. The college does not meet its statutory requirement to teach religious studies. Advice and guidance are improved and are now good. Students take up a good range of enrichment opportunities. Teaching and learning are satisfactory, but assessment is underdeveloped. Leadership and management are satisfactory and strengthened by restructuring, for example, by introducing the provision of a 14-19 Director. New developments to improve performance and provide a wider range of opportunities are in place, but most are at an early stage of effectiveness.

What the school should do to improve further

- Improve achievement in the sixth form by improving the quality of teaching.
- Use assessment more effectively to provide challenging work to stretch all students fully.
- Develop a broader range of courses at foundation and intermediate level in the sixth form.
- Include religious education in the sixth form curriculum.

Achievement and standards

Grade: 2

Grade for sixth form: 3

Students achieve well and mostly meet the increasingly challenging targets set for them, including in the college's specialist subjects. Students attain broadly average standards overall. Standards attained at GCSE improved at a much better rate than that observed nationally between 2005 and 2007, narrowing the gap between the college's performance and the national rate considerably. The college's monitoring of progress indicates significant further improvement in 2008. Students attain well in the college's specialist subjects of mathematics and computing as well as in physical education. Results attained at Key Stage 3 show much less improvement over time and were below average in 2006/07, especially in science. However, based on completed assessments and monitoring of progress, there are clear signs of improvement in 2008.

Students make good progress overall between Key Stage 2 and 4. Students make less progress across Key Stage 3 but catch up in Years 10 and 11. In 2006/07, the majority of students achieved results above their expected level of performance. A small group under performed significantly because of a range of challenging circumstances that affected their performance, despite considerable support and intervention from the college. Progress of current students is good, including those who find learning more difficult, shown through observations of their work in lessons, assessed work and records of their progress towards meeting predicted grades.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

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Quality of provision

Teaching and learning

Grade: 2

Grade for sixth form: 3

Inspectors confirmed the college's judgements that the quality of teaching and learning is good overall and satisfactory in the sixth form. Students enjoy their learning, helped by productive relationships between students and teachers resulting in good behaviour in class. Lessons begin well and clear objectives are set so that students know exactly what to do. The pace of lessons is brisk and makes good use of the curriculum time available. Student's own evaluation of whether they have met their learning objectives usually takes place, but is sometimes rushed, limiting the time for real reflection.

The best lessons challenge students of all abilities, with varied activities that engage their interest and match their different learning styles. This approach is not widespread enough to meet the needs of all, especially gifted and talented students. Planning of teaching ensures good support for students who find learning more difficult.

A comprehensive database records students' attainment and targeted grades effectively. The use of data to plan lessons and set targets is improving. Students are aware of their working levels and able to explain what they must do to improve. Assessment works well to support learning but aspects are underdeveloped including in stretching students who are more able. The quality of marking varies; some is very helpful but in other cases, marking is too brief to help students improve and some untidy presentation is unchecked. The college makes good use of its specialist status in mathematics and ICT to support the development of good and outstanding lessons. However, the use of lesson observation records in identifying overall strengths and areas for improvement remains somewhat limited.

Curriculum and other activities

Grade: 2

Grade for sixth form: 3

The good curriculum supports students' personal and learning development well. For example, lively Christian assemblies support spiritual development, physical education encourages fitness and health, and personal finance courses provide students with a good understanding of budgets. However, opportunities for students to develop their enterprise skills are more limited.

The curriculum is very flexible and tailored well to meet the differing needs of students. For example, students in Key Stage 3, who find it difficult to settle and so need most support, are taught as a group, largely by one teacher, in order to boost their confidence and enjoyment of college. In Years 10 and 11, there are effective pathways that meet students' academic and vocational interests and aspirations. A small number of students who might become disaffected have some of their lessons taught off-site and in local businesses. This ensures they complete their courses and take examinations.

Students broaden their horizons through communication with students in overseas colleges, including in South Korea. Flexible timetabling on Fridays provides time for a range of productive activities, including in-depth research and fieldwork in such subjects as science and geography. Educational visits and visitors to college extend the curriculum well. A good number of sports and other clubs raise aspirations and add to students' enjoyment. The curriculum supports students who require additional support well through intervention lessons and booster classes enabling them to make good progress.

Care, guidance and support

Grade: 2

Grade for sixth form: 2

Good care, guidance and support help students to achieve and have a positive impact on their personal development. The recently established 'Support Welfare and Attendance Team' makes a significant contribution to good pastoral care and improving attendance. Relationships are good and students say they find teachers helpful and supportive. Child protection arrangements and health and safety procedures meet requirements. They are robust and regularly reviewed. Vulnerable students, or those with specific needs, receive sensitive and effective support. Exclusion rates have reduced since the introduction of the college's own 'Alternative to Exclusion' centre, which offers opportunities for individual support including behaviour modification programmes. Students and parents gain good advice when choosing courses and considering careers, including with making decisions about educational and vocational options.

The arrangements for transfer from primary schools are good and ensure a smooth transition into secondary education. The provision of academic guidance has improved and is now a strong feature of the college's work. Identification of under performing students is prompt and the resulting action taken is effective. Mentors support students well in identifying areas for improvement and setting realistic targets.

Leadership and management

Grade: 2

Grade for sixth form: 3

Leadership and management in the main college are good overall and satisfactory in the sixth form. Progress in addressing the issues identified for improvement in the previous inspection is good, except for the provision for religious education in the sixth form. Specialist mathematics and computing status has impacted well on learning through considerably enhanced ICT resources, in the expansion of the curriculum and in outreach provision.

The vision and leadership of the headteacher are good, providing clear strategic direction and outstanding collaboration with a range of stakeholders for the benefit of students. The re-structured leadership team focuses clearly on improving achievement, resulting in good improvements in a number of areas. Together, the team is working effectively in planning and implementing new developments such the widespread use of a virtual learning environment. A strong team of middle leaders supports actions for improvement well. Monitoring of performance and the quality of provision is rigorous. Strategic planning, which is closely linked to financial management, is well focused on improving standards and is reviewed regularly. Challenging targets are used effectively and are mostly met.

Governance is good. The governing body is well informed and well placed to drive development and challenge performance. The college meets its statutory requirements, except for religious education in the sixth form. Day-to-day financial planning and monitoring are excellent and value for money is good. The school makes good use of its accommodation. Despite improvements where possible, many buildings are dated and in need of refurbishment.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	2	2

Achievement and standards

How well do learners achieve?	2	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	2	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	3
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

20 June 2008

Dear Students

Inspection of Garibaldi College, Mansfield, Nottinghamshire NG19 0JX

We recently inspected your college and found it to be good with a satisfactory and improving sixth form. Thank you for your contribution to our work. We found your feedback helpful and constructive, and enjoyed meeting you.

You make good progress in the main college because teachers encourage you to work hard. They support you well and help you effectively to develop personally and socially. You achieve particularly well in computing and have improved your work in science this year. The results you gain at GCSE are broadly average and improving. In the sixth form, your achievement is satisfactory and you make good use of your time at college to prepare for your future lives. Assessment does not always support your learning as well as it should because it does not stretch and challenge all of you enough. The main college curriculum matches your needs well, but provision of foundation and intermediate courses in the sixth form is limited. Many of you take part in the extra-curricular activities that the college offers. Your college is led and managed well; it knows itself well and is good at making improvements.

We have asked your college to do more to raise levels of achievement in the sixth form, in particular by improving the quality of teaching that you receive. We have also asked that the range of courses in the sixth form be extended to include more at foundation and intermediate level to match your needs and to include religious education in the sixth form curriculum. In addition, we have asked that assessments support learning to a higher degree. Especially, that assessments are challenging for students who are more able, to ensure they reach their full potential.

We heard of your good involvement in the work of the school, including plans to include the sixth form more fully. Your contribution to the community is good and productive, well done.

Yours sincerely Philippa Francis HMI Lead inspector