

Inspection of a good school: The Garibaldi School

Forest Town, Mansfield, Nottinghamshire NG19 0JX

Inspection dates: 26 and 27 January, and 22 February 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

The Garibaldi school is a friendly school. Pupils say that they feel safe at school. Most say that they enjoy coming to school. Relationships with staff are positive and supportive. Pupils value this. They know that their teachers want them to be as successful as possible. Most pupils attend well and work hard. Teachers' expectations of pupils are high in most subjects. Pupils achieve well at this school. Pupils are encouraged to think about their future aspirations beyond their time at the school. They are well prepared for their next stage in education or training.

There are high expectations of pupils' behaviour at the school. The school environment is typically calm and orderly. The conduct of students in the sixth form is exemplary. Pupils understand the school's behaviour systems. However, pupils say that behaviour in school is variable. They also say that sometimes learning can be disrupted by others. A minority of pupils sometimes engage in disrespectful behaviour towards other pupils. Despite ongoing refurbishment, not all pupils are respectful towards the toilet facilities the school provides. Most pupils are confident that staff will deal with any occurrences of bullying. However, pupils also say that incidents of bullying can reoccur despite the intervention of staff.

What does the school do well and what does it need to do better?

Leaders, including governors, have a clear vision for the future of the school. They are ambitious for all pupils. Leaders' improvement priorities are clearly defined. Governors hold leaders to account well. They are keen to promote a culture of high aspiration.

Leaders have constructed an ambitious curriculum. They are enabling more pupils to study the subjects that make up the English Baccalaureate than in the past. Leaders have prioritised opportunities for staff training to support the design of the curriculum. In most

subjects, leaders have identified the key knowledge that pupils need to learn and when. The curriculum has been designed to help pupils develop their knowledge over time. Teachers use well-considered approaches to help pupils recall and remember the knowledge they have been taught. They check that pupils remember what they have learned before introducing new topics. Pupils value the extra help they receive from teachers, particularly students in the sixth form. Leaders are creating links between subjects. In history and science, for example, pupils are learning about how developments in medicine have changed over time.

Staff have been trained to ensure that pupils with special educational needs and/or disabilities (SEND) receive the additional help they need. Teachers know how to adapt learning to help these pupils learn the same curriculum content as everyone else. Leaders continue to develop this aspect of the school's provision.

Most pupils uphold the school's values of Pride, Respect and Achieve. However, on some occasions and in some subjects, low-level disruption occurs. When this happens, the behaviour of some pupils disturbs the learning of others. Pupils report that there is some variability with which staff apply the school's behaviour policy. Outside lessons, some pupils do not demonstrate the appropriate behaviour that leaders expect of them.

Leaders' records indicate low instances of pupils using poor language, including sexualised or homophobic language. However, pupils say that they do not always report issues that concern them. Their accounts indicate a higher frequency of pupils' use of inappropriate language. Some pupils say it is normalised. One pupil said: 'people don't mean anything by it, but it shouldn't be used either.' Occasionally, disrespectful behaviour can escalate. Leaders take appropriate action when this occurs.

The planned curriculum for pupils' personal development is ambitious. Leaders have designed mentor periods and drop-down days to deliver a breadth of information about relationships and sex education (RSE), different faiths and British values. However, the delivery of these programmes is inconsistent. Some pupils say they do not value this time. Sometimes pupils struggle to remember important messages from these sessions. Few know about the importance of British values. A minority of pupils do not embrace these values in their conduct with others. Most pupils' recollection of RSE and online safety is stronger. Diversity is well planned in subjects such as English and history to help develop pupils' understanding.

Pupils receive effective careers education and are well prepared for their next stage in education and employment. Pupils say they would like more of this. Students in the sixth form support younger pupils in the school to help nurture their aspirations and talents, including by encouraging them to join sporting activities and by promoting active citizenship. Pupils enjoy opportunities to contribute to charity work.

Staff are proud to work at the school. Relationships with leaders are positive. Staff say that they are well supported. They appreciate leaders' 'open-door' policy to discuss their concerns. Leaders are mindful of staff workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained. They have received training on harmful sexual behaviour and radicalisation, for example. If staff have concerns about a pupil, they understand the procedures they must follow. Leaders understand local risks that pupils and families may face. They provide appropriate help and support for pupils who are at risk of harm. Leaders work closely with external support agencies. These include health services, police and social care. They pursue support for vulnerable pupils when needed. Leaders have increased the school's provision for counselling to support pupils' mental health and well-being.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's programme for personal development is not consistently effective in helping all pupils to be prepared for life in modern Britain. There is inconsistency in how teachers deliver the programme. Some pupils struggle to recall what they have learned from studying this programme, including the importance of British values. Not all pupils have the detailed knowledge they need to make positive choices. Leaders have plans to improve this aspect of the provision. They should ensure that all pupils receive high-quality opportunities to learn about the wider world so that they know how to contribute positively to society.
- A minority of pupils engage in disrespectful behaviour towards other pupils and school facilities. Some incidents of low-level disruption interrupt pupils' learning. Some pupils use inappropriate language, including sexualised and homophobic language. Instances of poor behaviour can result in some pupils not being able to enjoy school as much as they should. Leaders should ensure that all pupils understand what constitutes appropriate behaviour, including in lessons and in their interaction with others, so that all pupils may benefit from a positive school experience and achieve as highly as they can.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Garibaldi College, to be good in January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144687
Local authority	Nottinghamshire County Council
Inspection number	10210928
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	936
Of which, number on roll in the sixth form	70
Appropriate authority	Board of trustees
Chair of trust	Richard Flewitt
Headteacher	James Aldred
Website	www.garibaldi.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of Nova Education Trust. The school joined this multi-academy trust in October 2017.
- The school uses two alternative providers, Samworth Church Academy and Queen Elizabeth's Academy.

Information about this inspection

- Inspectors carried out this inspection under Section 8 of the Education Act 2005.
- An initial inspection visit to the school took place on 26 and 27 January 2022. Three inspectors undertook a further visit to the school on 22 February 2022 to gather additional evidence.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school and other members of the senior leadership team, including the executive headteacher. Meetings were also held with subject leaders and the special educational needs coordinator for pupils with SEND.
- Inspectors met with the designated leader for safeguarding. Inspectors reviewed a range of documentation about safeguarding, including the school's records of the support provided for pupils and the checks undertaken for newly appointed staff.
- A meeting was held with members of the local governing body and trustees. An inspector also spoke to two alternative providers.
- Inspectors spoke formally to groups of pupils across all year groups, and informally around the school site and in lessons.
- Inspectors examined a range of documentation, which included leaders' curriculum plans, self-evaluation and improvement plans and documentation relating to behaviour and attendance.
- Inspectors carried out deep dives in English, mathematics, history and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke with pupils about their learning, visited lessons, looked at pupils' work and met with teaching staff. Other subjects were considered as part of the inspection.
- Inspectors considered responses to Ofsted's online survey, Parent View, including comments received via the free-text facility. Inspectors also considered the responses to Ofsted's surveys for staff and pupils.

Inspection team

Chris Stevens, lead inspector	Her Majesty's Inspector
Hazel Henson	Her Majesty's Inspector
Rachel Tordoff	Her Majesty's Inspector
Stephen Long, lead inspector	Ofsted Inspector
Ellenor Beighton	Ofsted Inspector

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