

Inspection of The Garibaldi School

Forest Town, Mansfield, Nottinghamshire NG19 0JX

Inspection dates: 6 and 7 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

From Year 7 to the sixth form, pupils at The Garibaldi School treat each other with care and respect. They work hard to live up to the school's values of pride, respect and achieve. Pupils are polite and friendly, and they engage with staff well. Leaders work hard to develop pupils' character. They make sure that pupils are well prepared for the next stage of their education. Pupils feel safe and have adults who they know will help them.

The curriculum is ambitious for all pupils, including in the sixth form. Leaders' high expectations help pupils achieve well, including pupils with special educational needs and/or disabilities (SEND).

This is a calm and purposeful school. Pupils know that staff expect them to behave well, and most do. Any low-level disruption in lessons is resolved promptly so that pupils' learning is not affected. When bullying occurs, pupils are confident that staff deal with it quickly.

Pupils enjoy being at school. They make the most of a wide range of extra-curricular clubs. Pupils can enjoy many sports and arts clubs, as well as board games and enterprise and marketing groups.

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

Leaders think deeply about the curriculum they provide for pupils. They make sure that pupils can study a broad and ambitious range of subjects, including in the sixth form. Many more pupils choose to follow the English Baccalaureate suite of subjects at key stage 4 than was previously the case. The curriculum prepares pupils well for further study at post-16 and beyond.

Leaders have organised the curriculum in each subject well. They have identified the essential knowledge that pupils need to learn. In most subjects, leaders have thought carefully about the order in which pupils learn this important knowledge. This is to make sure that pupils' knowledge builds securely on what they already know.

Teachers, including those in the sixth form, have strong subject knowledge. They select activities that help pupils understand new learning readily. Teachers adapt the delivery of the curriculum, when necessary, to make sure that pupils with SEND also learn well. Most teachers recognise and address any misconceptions or shortfalls in pupils' knowledge. In a minority of subjects, some teachers do not check frequently enough what pupils know and understand, before introducing new learning.

Pupils behave well in lessons and around school. Staff provide well-tailored support for pupils who need to modify their behaviour. Changes to behaviour systems have

helped pupils take responsibility for their behaviour. While most pupils attend school well, some do not attend as often as they should.

Pupils achieve well in most subjects. Students in the sixth form are prepared well for ambitious further study. For most of them, their preferred next step is a degree-level course at university.

Leaders identify pupils with SEND accurately. They work effectively with parents and carers, and with other professionals, to secure help for these pupils if they need it. This helps pupils with SEND to participate fully in school life.

Leaders ensure that all pupils learn to read well. When pupils join the school, leaders quickly find out if any need additional support to read fluently and accurately. Leaders make sure that these pupils get the help they need. They encourage these pupils to practise their reading often.

The personal development programme is at the heart of the school and reflects its ethos. The curriculum and the school's wider work develop pupils' confidence, resilience and independence. Pupils learn how to respect themselves and others. They show consideration when engaging with views, beliefs and opinions that are different from their own. No forms of discrimination are tolerated. Pupils are well prepared for life in modern Britain.

There are a wide range of opportunities to nurture and enhance pupils' talents and interests. Pupils appreciate these and many make good use of them. Students in the sixth form benefit from completing a volunteering programme. Pupils receive unbiased information about potential next steps and high-quality careers guidance. They are well prepared for future success in education, employment or training.

Governors, including trustees, know the school well. They hold leaders to account closely. Staff are proud to work at the school and appreciate that leaders take their workload into account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in keeping pupils emotionally and physically safe. They have established a strong system for recording and monitoring the safety of pupils. They act speedily and appropriately when a pupil is at risk of potential harm. Leaders work well with external organisations and escalate concerns when a pupil is not getting the support they need.

Staff receive up-to-date safeguarding training. They know how to identify when a pupil is at risk of potential harm and how to refer their concerns.

Leaders ensure that appropriate background checks are carried out on all adults who work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check pupils' understanding and knowledge thoroughly enough before moving on to more complex concepts. When this happens, some pupils struggle to make links in their learning. This leaves them with gaps in their knowledge. Leaders need to ensure that all teachers check pupils' prior knowledge consistently so that they know what to teach next.
- Some pupils do not attend school often enough. These pupils miss out on essential learning and wider opportunities. Leaders should ensure that strategies to improve attendance are implemented consistently so that pupils' attendance increases and persistent absence reduces.

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.

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	10254766
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	953
Of which, number on roll in the sixth form	77
Appropriate authority	Board of trustees
Chair of trust	Margaret Monckton
Headteacher	James Aldred
Website	www.garibaldi.org.uk
Dates of previous inspection	26 and 27 January, and 22 February 2022

Information about this school

- The school uses five alternative education providers, of which two are registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the executive headteacher, senior leaders and safeguarding leaders. They spoke with governors, including the chair of the local governing body, a trustee and the chief executive officer of the multi-academy trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history, computing and religious education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with leaders, members of staff and pupils to evaluate the school's safeguarding arrangements. Inspectors looked at records of actions taken by leaders to protect pupils at risk of potential harm.
- Inspectors spoke formally and informally with pupils in each key stage.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from Ofsted's online questionnaires.

Inspection team

Jamie Clarke, lead inspector	Ofsted Inspector
Peter Gilbride	Ofsted Inspector
Karen Hayes	Ofsted Inspector
Anne Maingay	His Majesty's Inspector

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