

# Ganton Special School

## Inspection report

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<b>Unique Reference Number</b>	134626
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	381702
<b>Inspection dates</b>	5–6 October 2011
<b>Reporting inspector</b>	Gina White HMI

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	153
<b>Of which number on roll in the sixth form</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	P Roche
<b>Headteacher</b>	I Simpson
<b>Date of previous school inspection</b>	03 February 2009
<b>School address</b>	294 Anlaby Park Road South Hull HU4 7JB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 22 lessons taught by 15 different teachers. Meetings were held with parents, carers, groups of pupils, governors and staff. They observed the school's work, and looked at safeguarding policies and records, tracking information and pupils' work, school plans, reports and evaluations. Questionnaires from staff, pupils and 60 parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of pupils with the most complex needs and the most able at all key stages to determine whether teaching and the curriculum are sufficiently challenging.
- The effectiveness of the school's work in tackling the challenges of attendance to maintain contact and provision to the most vulnerable pupils.
- The impact the recent move to new premises is having on pupils' attitudes to learning.

## Information about the school

The school provides Early Years Foundation Stage, primary, secondary and sixth form provision for pupils with severe or profound and multiple learning difficulties. Some pupils have complex learning difficulties. All pupils have a statement of special educational needs. Many more pupils join the school other than at the usual times. The school draws pupils from a wide area of Hull and East Yorkshire. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of White British heritage, with 8.9% from diverse cultural backgrounds. The school is currently located on two sites: the secondary school and sixth form centre is co-located with the Sirius Academy and the primary provision is located about a mile away on the school's previous site. The school holds many awards including Healthy Schools status and the Eco Green Flag award. The school became a regional special educational needs leadership and innovation centre in 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Ganton provides outstanding education, care and support for pupils. Pupils say the school is fantastic. The older pupils are immensely proud of the modern building and are adapting quickly and confidently to new systems. The start of the day on both of the school's sites is very welcoming. Pupils are keen to enter school and their self-assurance is impressive. They begin learning from the moment they enter school to when they leave. Engagement with parents and carers is outstanding.

Due to the nature of their special educational needs and/or disabilities, the attainment of pupils on entry to the school and when they leave is low. Their achievement is outstanding from the Early Years Foundation Stage through to the end of Key Stage 4, and good in the sixth form. Systems to check pupils' progress are well embedded and senior leaders in the school scrutinise data effectively to identify where changes are required to improve the progress of individuals and groups. As a result, pupils with the most severe learning needs are making more progress than previously in response to changes made to the curriculum. Pupils mostly enjoy school and feel exceptionally safe and they are confident that any concerns will be dealt with quickly. Pupils' attendance is increasing. However, school leaders do not evaluate the impact of their work enough to identify how pupils with medical needs might be better supported in light of the increased health and therapy resources. The school provides exceptionally well to promote pupils' independence and their personal development. Their behaviour in lessons and around the school is excellent. Pupils' pride in their school is well demonstrated in their willingness to undertake positions of responsibility such as helping to run the tuck shop and operate a regular fruit and vegetable delivery service.

The school has risen to the challenge of improving the quality of teaching since the last inspection and it is outstanding. This is because most teachers know the pupils very well and understand when, and how, to challenge them to best effect. Occasionally, planning lessons falls short of these standards and good practice is not shared systematically across the school to enable all teachers and teaching assistants to learn from each other. Pupils are resilient in overcoming difficulties, for example; in their use of equipment such as head pointers to save work on the computer.

The quality of the curriculum is outstanding and much improved since the last inspection. A much wider range of Key Stage 4 and sixth form courses and awards

are provided for pupils. Care, guidance and support are excellent and pupils thrive in this supportive environment and receive expert care to promote their well-being. Leadership and management at all levels are exemplary. Since the last inspection the school has enhanced and improved almost every key area of its work. The senior leadership team has expanded and much has changed, or is in the process of changing. The school's capacity to improve is good. Staff, pupils and members of the governing body have worked hard in developing the new school while taking care to preserve its key features. They have successfully ensured that 'Ganton continues to feel like a family'.

## What does the school need to do to improve further?

- Evaluate how the school's work in tackling absence for those pupils who have medical needs could be further enhanced.
- Ensure that the excellent practice that exists across the school to closely tailor learning is systematically shared across the teaching team to ensure it is consistently outstanding.

## Outcomes for individuals and groups of pupils

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Excellent systems, introduced after the last inspection, ensure pupils' attainment on entry to the school is carefully assessed and small steps in the form of targets are identified to measure their progress. Pupils make at least good progress, with the majority making excellent progress over time to improve their communication skills. Their attainment in science, information and communication technology (ICT) and their personal development skills are very good and in the recall and understanding of key words and symbols. In lessons, pupils made outstanding progress to reach challenging targets. They learn to work well in groups and anger management techniques have helped some pupils to take increasing responsibility for reducing incidents. Work-related learning in the local supermarkets and garden centres contributes well to their confidence and independence. The first group of pupils continuing their education and training when they leave the school has recently been established, and a steadily increasing number are gaining sports leader awards. Pupils' take-up of healthy lifestyles is not promoted consistently across all eating outlets. Pupils' knowledge of alternatives to crisps and sweetened drinks is not encouraged or developed as well as it should be. The school is concerned about the choices available in the tuck shop and has plans to introduce more healthy products.

Pupils' spiritual, moral, social and cultural education is excellent. Pupils know right from wrong: Years 1 and 2 were morally outraged when listening to the story of the monster biting Bernard. Cultural awareness is a key feature of many lessons: good links with local theatres, sporting clubs, participation in choirs and festivals and celebration of other cultures enhance their awareness.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Excellent teamwork between teachers and teaching assistants ensures an outstanding approach to meeting pupils' needs in the primary school. This is good, but not consistently outstanding in the secondary and sixth form classes. Assessment is good but not all pupils are aware of their next targets. The school is working to tackle this through home and school books. The streaming of lessons by pupils' ability to communicate has had a positive impact on their learning in Key Stages 2 and 3. Lessons are well focused and most pupils say they receive good and appropriate feedback on their work. In almost all lessons staff encourage pupils to make choices, for example in using materials and discussion also features highly. In the primary phase, tasks promote pupils' curiosity and support their investigations. For example, staff observed that pupils were delighted by the sensation of wind and rustle of leaves. They created rudimentary kites for them to learn about the force of nature. This activity supported pupils' learning exceptionally well and stimulated much questioning and sharing of ideas. Pupils are enthusiastic in their swimming lessons and the high level of supervision and explicit instructions help to promote their confidence in the water.

The curriculum provides breadth to meet pupils' learning and welfare needs through the use of increasing personalised choices in the curriculum. A newly introduced curriculum for pupils with physical, mental and learning difficulties is meeting their needs well. Memorable experiences such as participating in drama at the Hull Truck theatre, or training with local football clubs are hugely enjoyed. New opportunities to undertake arts events with Sirius Academy are providing a rich strand to explore further.

The school provides excellent care, guidance and support for all pupils. The school is particularly effective in ensuring pupils are well supported when starting school and in making a smooth transfer from the sixth form to further training at college. Policies and procedures are in place to ensure the safeguarding and well-being of

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

pupils. Staff know pupils' personal strengths extremely well. Systems are used effectively to support pupils' personal development and result in excellent behaviour. Linkage with other agencies, especially social services and health is very strong and ensures pupils can access therapy and the services of the school nurse. Maintaining high attendance is very difficult for groups of pupils with medical needs. However, the school has recently expanded its health services and has to evaluate how it might use them to tackle this unusual situation.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, senior leaders, the governing body, and managers at all levels share ambition for pupils to do their best and a commitment to improve. Rigorous systems for analysing pupils' progress at all levels of management are established. Consequently, the school has managed the move to a new school site without compromising pupils' enjoyment and high outcomes.

The governing body provides exceptional support. Members of the governing body meet their statutory responsibilities and review their work regularly to promote improvement. The governing body has pioneered collaborative working with other governing bodies to better understand shared areas for responsibility of the new school building.

Much thought and care have gone into developing partnership working for health and to enrich pupils' learning. Systems for safeguarding, auditing community cohesion and promoting equality and diversity are securely underpinned by relevant training and staff development. The needs of the school community are clearly understood and reflected in policies. The school uses its resources highly effectively to meet the needs of pupils and value for money is outstanding.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account:	
The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The majority of children make outstanding progress from very low starting points. They adapt quickly to well-organised routines and the use of singing to anticipate changes in activity is well embedded. Children are happy and secure as a result of outstanding care and support. Excellent relationships are established with parents and carers and underpin very good induction that includes home visits. Home–school books are written every day and maintain communication between staff and parents and carers. Staff are extremely alert to the complex needs of children and their health requirements. The quality of planning and assessment is very high and opportunities for independent learning through play are integrated well. Outdoor provision is used well to support learning. Leadership is outstanding and highly organised. All requirements are met. Teamwork is excellent and staff are well trained.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Sixth form

Sixth form students make good progress; they are very well prepared for moving onto further education and training and in developing self-confidence. The curriculum is well focused on preparing them for life and work. Teaching is good and matched suitably to students' interests and abilities. Students follow individual learning programmes tailored to their interests and increasingly, their aspirations. The range of courses and opportunities for accreditation of their practical skills has grown exponentially since the last inspection. In a sixth-form computer lesson students explored the type style and effects. They showed great determination to overcome technical difficulties in saving their work. One student said, 'I am determined to not let it beat me.' Leadership and management are good and systems of monitoring and evaluation are developing.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth Form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2



## **Views of parents and carers**

Just over a third of parents and carers responded to the questionnaire. They are highly positive about all aspects of the school. A few parents and carers would like the school to do more to help their children to have a healthy lifestyle. Inspectors investigated and their findings corresponded. The school is reviewing provision, particularly in the tuck shop to encourage healthy eating.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ganton Special School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	82	6	10	0	0	1	2
The school keeps my child safe	46	77	10	17	0	0	0	0
The school informs me about my child's progress	49	82	9	15	2	3	0	0
My child is making enough progress at this school	45	75	12	20	2	3	0	0
The teaching is good at this school	49	82	10	17	0	0	0	0
The school helps me to support my child's learning	46	77	11	18	2	3	0	0
The school helps my child to have a healthy lifestyle	40	67	14	23	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	70	12	20	1	2	0	0
The school meets my child's particular needs	47	78	13	22	0	0	0	0
The school deals effectively with unacceptable behaviour	47	78	11	18	0	0	0	0
The school takes account of my suggestions and concerns	46	77	13	22	1	2	0	0
The school is led and managed effectively	49	82	11	18	0	0	0	0
Overall, I am happy with my child's experience at this school	51	85	9	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



7 October 2011

Dear Pupils

**Inspection of Ganton Special School, Hull, HU4 7JB**

Thank you for your warm welcome and help during the inspection of your school.

- Your school is providing you with an outstanding education.
- In lessons you work hard and are making good progress to reach your targets.
- Staff care for you extremely well.
- Your behaviour is excellent.
- The curriculum provides you with a range of activities to excite you about learning.
- Your school is well led and staff want you to do your best.
- Most of you have settled well to learning and are enjoying and benefiting from the new facilities in your newly built school.

To help leaders make your school even better I have asked them to analyse attendance more thoroughly to identify where improvements could be made. I have also asked them to make sure that learning tasks are fully adapted to your needs and to share more widely the good practice that is taking place.

Yours sincerely

Gina White  
Her Majesty's Inspector

