



Ganton Special School

Inspection Report

Unique Reference Number 134626
LEA Kingston-upon-Hull
Inspection number 282621
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Mr David Smith

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

Type of school	Special	School address	Springhead Lane
School category	Community special		Willerby Road
Age range of pupils	3 to 19		Hull, HU5 5YJ
Gender of pupils	Mixed	Telephone number	01482 564646
Number on roll	119	Fax number	01482 564646
Appropriate authority	The governing body	Chair of governors	Mr James Thompson
Date of previous inspection	1 September 2002	Headteacher	Mrs Patricia Glover

Age group	Inspection dates	Inspection number
3 to 19	15 June 2006 - 16 June 2006	282621

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school was transferred to the Kingston-upon-Hull local authority from a neighbouring authority two years ago and is currently subject to reorganisation proposals. Many of the pupils are admitted from surrounding authorities. The accommodation is unsuitable for its present purpose but plans have been made for new buildings in the future. All pupils have statements of special educational need: 101 have severe learning difficulties and 18 have profound and multiple learning difficulties. There are significantly more boys than girls in the school. Five pupils are in public care and a quarter of the pupils are eligible for free school meals. Few pupils are from minority ethnic backgrounds and no pupils speak English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's effectiveness is satisfactory and it gives satisfactory value for money. Pupils' care, guidance and support and their personal development are good. Pupils have positive attitudes to school and their attendance is good. The school works well with others to promote pupils' well-being and parents are very positive about the school. The staff work hard to overcome the difficulties posed by the accommodation which restrict the effectiveness of the teaching. Although the overall quality of teaching and learning is satisfactory, the pace of pupils' learning is limited by inconsistent planning of lessons. In addition, although older pupils and students complete a large number of accredited units, the more able ones are not challenged enough because of a lack of opportunities to work towards higher levels of certification. The quality of teaching and learning in the Foundation Stage is good and, as a result, the children make good progress. Leadership, management and governance are satisfactory. The staff work well as a team but improvement planning across the school is not sufficiently focused by the senior management team on achievement and personal development. Governors support the school well but need to gain a better understanding of the school's strengths and weaknesses as the foundation for an increased focus on improvement. Improvement since the last inspection has been satisfactory with, for example, better systems for the assessment of pupils' progress. Leadership responsibilities are being clarified, but improvements are still needed in the effectiveness of subject coordinators. The satisfactory record of improvement shows that the school has the capacity to continue to improve.

Effectiveness and efficiency of the sixth form

The provision for students aged 16 to 19 is satisfactory. However, there are too few opportunities for the more able students to follow sufficiently challenging externally accredited courses. The quality of teaching and learning is adequate and, as a result, students achieve satisfactorily. Extensive use of the local community enhances the curriculum and makes a good contribution to developing students' independence. The accommodation for these students is satisfactory when taking into account the fact that limitations in space are eased by students' involvement in off-site activities. The challenge of admitting students from a number of schools in surrounding authorities is dealt with satisfactorily. The change in management responsibility gives the school the opportunity to improve the planning for its future development.

What the school should do to improve further

The school should:

- improve the planning and organisation of lessons
- raise the level of challenge provided by the range of externally accredited courses
- improve the quality of leadership and management provided by the senior management team, subject coordinators and the governing body.

Achievement and standards

Grade: 3

Achievement is satisfactory. Comparison with national standards is not appropriate because of the extent of pupils' learning difficulties and/or disabilities. Children in the Foundation Stage settle quickly into school routines and make good progress. Their communication skills improve and they become more independent learners. As pupils move through the school they make satisfactory overall progress in English because of a high priority placed on communication skills. They achieve particularly well in speaking and listening. Pupils make satisfactory progress in mathematics and information and communication technology (ICT). Progress is satisfactory in science and, despite the lack of specialist facilities, pupils make good progress in practical and investigative work. The school tracks the progress of individual learners and provides additional support when necessary. As a result, targets are challenging for most of the pupils and students, including those in public care and those with profound and multiple learning difficulties. They make satisfactory overall progress and meet the targets set for them. Pupils and students gain a range of units of accreditation. Whilst this represents a satisfactory achievement for most pupils, some of the oldest and more able ones are capable of reaching higher levels of external accreditation. Pupils enjoy their physical education programme and many were successful at a recent sporting event. The wealth of displays around the school reflects achievement in a range of subjects including art and design and humanities.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Parents report that their children enjoy school, that it is friendly and caring, and that behaviour is well managed. Pupils have very positive attitudes to school and their attendance is good. They are keen to take part in the range of activities provided by the school. They make good progress in understanding the consequences of their actions and behave well, despite the restricted space in many classrooms. Pupils enjoy each other's company and form warm friendships. The older pupils are good role models for the younger children and help to instil a positive work ethic. Pupils make a good contribution to the school community through the school council and many of their ideas have been included in school policy. The pupils' achievement is celebrated in school and this helps to boost their confidence.

Currently, one of the school's greatest concerns is the need for a dining hall to allow pupils to eat together rather than using classrooms for their lunchtime meal. Learners respond well to the opportunities provided, for example, in drama and music, to become aware of their own culture and the diversity of cultures of the world in which they live. They are supportive of each other and achieve particularly well in the lessons where learning is made fun. The school has recently gained the local authority's Positive Health in School award and working towards this has helped pupils' understanding of, amongst other things, the need for a healthy diet. Also, the development of lunchtime sports clubs has increased pupils' physical activity. They learn about and understand

the need to keep themselves safe in school and outside. The progress pupils make in their basic skills, and in their social and enterprise skills, prepares them well for their future education and employment.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Much of the teaching is enthusiastic with good teamwork and high expectations. The staff team have worked hard to improve the use of assessment since the last inspection. Consequently, in the majority of lessons, pupils' learning needs are met. A good range of teaching strategies develops pupils' communication skills well. This aspect of the provision is continually improving and, as a result, pupils make good progress in speaking and listening. However, in a minority of lessons, the plans do not always meet the wide range of learning needs. As a result, valuable learning time is lost and pupils' progress is satisfactory rather than good. Pupils enjoy practical work. For example, in a science lesson they were keen to demonstrate how levers worked. The teachers' use of ICT to support learning is satisfactory, but a lack of space limits the range of resources that can be made available in lessons.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

The curriculum is satisfactory and is enhanced by a good range of enrichment opportunities. The staff work hard to overcome the lack of specialist teaching facilities and the restrictions imposed by the very small classrooms. These limitations encourage the school to make imaginative use of the facilities available in the local community to take part in a good range of sporting activities.

The teaching of the basic skills of literacy and mathematics is planned effectively. Pupils enjoy practical activities, such as food technology and physical education; but there is no space for large-scale practical work, for example, in the teaching of design and technology. The school grounds are attractive and well kept and pupils make good use of this provision. Pupils talk enthusiastically about the good range of lunchtime activities such as bowls and judo. These have a positive effect on pupils' personal development. Personal, social and health education, including sex and drugs education, has a high priority and also considerably benefits pupils' personal development. Visitors to the school enrich the curriculum, for example, in the teaching of music and drama.

Sixth form students benefit from the good links with local colleges where they enjoy courses such as motor vehicle engineering and animal care. Although the more able students complete a large number of units of accreditation, some of them are capable of more demanding work such as Entry Level courses. The

development of enterprise skills is a particular strength of the provision. For example, students adopt various roles in their fruit and vegetable retail business, and make effective use of a horticultural polytunnel. Also a furnished and equipped flat helps to develop pupils' social and domestic skills. Work related learning and work placements make a valuable contribution to students' future economic well-being.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. The school places a high priority on making sure that the school is a safe place in which pupils can learn. All staff have behaviour management training and plans are in place to guide staff to manage particularly challenging behaviour effectively. Child protection procedures are well established and pupils feel safe in school. Pupils have positive relationships with staff and are confident that they can confide in staff if they have concerns. Effective guidance and support are provided for pupils in their individual plans and this helps to promote their achievement and personal development. A particular strength is the well managed transition of pupils that starts in Year 9 and fully involves pupils, parents and other agencies at every stage. Parents support their children's learning and there are examples of many positive comments from parents in the home-school communication diaries. Pupils' individual needs are well catered for by good teamwork and support provided by other professionals. For example, the staff are taking an increasingly prominent role in delivering programmes produced by speech therapists and supported by good training, to improve pupils' communication skills.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is clear about the areas requiring improvement, including the need for leadership responsibilities to be more widely delegated, and the need for new accommodation. The drive for improvement is being boosted by increased leadership responsibilities of the senior management team and, in particular, a more prominent role for the deputy headteacher. The school's self-evaluation is satisfactory overall and its judgement that the school's overall effectiveness is satisfactory is accurate; however, it is a little too generous in the detail of its judgements. The monitoring and evaluation of teaching and learning by subject coordinators are too infrequent; as a result, strategic planning is not sufficiently focused on raising pupils' achievement. Staff performance management is established and clearly linked to the provision for staff training and development. Newly qualified teachers are provided with good support and guidance. However, teaching assistants teach a substantial proportion of the lessons and, at present, do not benefit from training in teaching skills. Governance is satisfactory. The governors support the school well, are receptive to training, and meet their statutory responsibilities. However, they do not have sufficient first hand knowledge of the day to day workings of the school and this limits their understanding of its strengths and weaknesses. In the past, the school did not spend all of the money at its disposal but this is now under control.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	3	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	4
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	3

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	2
The behaviour of learners	2	2
The attendance of learners	2	2
How well learners enjoy their education	2	2
The extent to which learners adopt safe practices	2	2
The extent to which learners adopt healthy lifestyles	2	2
The extent to which learners make a positive contribution to the community	2	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
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; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	3
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources are deployed to achieve value for money	3	3
The extent to which governors and other supervisory boards discharge their responsibilities	3	3
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

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The Pupils
Ganton Special School
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HU5 5YJ
19 June 2006

Dear Pupils

I thoroughly enjoyed my visit to your school. You made me feel very welcome and I particularly enjoyed listening to the views of the school council. I know that you are keen to get a dining hall so that you can all eat together and I hope you get your wish.

This is what I found out about your school:

the staff work well as a team and ensure that you are well cared for and looked after
you enjoy school and behave well

the staff encourage you to be healthy and you enjoy taking part in physical activities

you enjoy the interesting visitors to the school and look forward to the trips out of school

the students in the sixth form enjoy attending college and take part in some interesting projects to develop your enterprise skills.

Even though I thought your school was satisfactory, I asked your headteacher to continue to make the following improvements:

ensure that all of your learning is not too easy or too difficult

make sure that all of your time in class is well organised so that no time is wasted

make sure that the staff and governors plan carefully to help improve the school.

I hope that you will continue working hard, enjoy your learning and help the headteacher and staff make your school even better.

Yours sincerely

David Smith
Lead Inspector