

Inspection of an outstanding school: Ganton School

294 Anlaby Park Road South, Kingston upon Hull HU4 7JB

Inspection dates:

4 and 5 October 2023

Outcome

Ganton School continues to be an outstanding school.

The headteacher of this school is Alec Young. This school is part of Humber Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Wilkes, and overseen by a board of trustees, chaired by Graeme Brook.

What is it like to attend this school?

Staff make Ganton School a special place for pupils. From the moment they arrive, pupils receive strong support to ensure they are safe, happy and learning. Positive, kind relationships between staff and pupils provide a strong foundation for pupils achieving well.

The school has designed a curriculum that is rooted in pupils developing independence and being successful, in school and in life. Pupils produce work of high quality, for example in the Blue Ceramics art class. They speak with animation about their lives at school and their plans for the future. They understand how the school is preparing them to be successful young people. Pupils are taught to recognise their own strengths and skills. They learn ways to stay safe, for example, in the community and when online.

Staff take every moment needed to reassure, support, listen to and praise the pupils in their care. They know exactly what pupils need to make them feel safe, to re-engage them in learning, and to help them understand boundaries and expectations. As a result, the school is calm and purposeful. Pupils are taught about bullying and the effect it can have. Inspectors did not find any concerns about bullying. Pupils trust the staff to help them.

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

The school's curriculum design is very well thought through. The school has carefully considered the knowledge and skills that pupils will build on throughout their time in the school. Deliberate choices have been made to ensure learning is not narrowed. Many

opportunities for pupils to revisit and practise new knowledge are included. Pupils are prepared well for independence and potential contributions to society.

Leaders at all levels, across the school and the trust, work closely together to ensure the education on offer is right for each pupil. Everyone knows their role and contributes to the school's success.

Developing pupils' basic skills is prioritised in the academic curriculum. A new sequential mathematics curriculum has been designed specifically to meet the needs of pupils in this school. It is ambitious, matched to the national curriculum, and has small-step check points so that adults know what pupils need next.

The school has designed a reading curriculum that is well sequenced across each stage of development. Pupils on the 'sensory explorers' stage of the curriculum are immersed in sounds, stories, songs and vocabulary. The phonics programme is consistently delivered effectively across the whole school by well-trained staff. Pupils learning phonics have reading books that are well matched to their abilities. Pupils are keen to read. They use phonics well when decoding new words.

Pupils are taught about good and appropriate behaviour. They rise to the high expectations adults set. They know how important it is to be kind.

The work the school does to give pupils rich experiences and help them to understand the world around them is a strength. Visits and trips help pupils build their knowledge through real-life experiences. One pupil was keen to share his experience of preparing for the camping element of the Duke of Edinburgh's Award with his class. Staff and families work together to ensure that pupils wanting to progress to college can make this transition smoothly.

The sixth form in particular provides substantial careers development for pupils. This includes partnerships with external companies and work experience for pupils. The opportunity to work on a market stall or in a restaurant allows pupils to put into practice what they have learned throughout school. Each activity is very carefully planned to build knowledge and confidence. For example, pupils run the school restaurant together with staff they know well to ensure that their work experience is a success.

Pupils feel bright about their futures because of the intense support that staff give in developing their well-being, mind-set and confidence across the curriculum. Staff are proud to work here, and of the work they do. They feel well supported by leaders at all levels to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

Background

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

This is the third ungraded inspection since we judged the predecessor school, Ganton Special School, to be outstanding in October 2011.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140904
Local authority	Kingston Upon Hull City Council
Inspection number	10255918
Type of school	Special
School category	Academy special converter
Age range of pupils	2 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	174
Of which, number on roll in the sixth form	38
Appropriate authority	Board of trustees
Chair of trust	Graeme Brook
CEO of the trust	Rachel Wilkes
Headteacher	Alec Young
Website	www.gantonschool.org.uk
Date of previous inspection	16 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of Humber Education Trust.
- The school operates across two sites.
- The school does not use alternative provision.
- All pupils at the school have an education, health and care plan. The school caters for pupils with severe learning difficulties.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with a range of staff, including the headteacher, deputy headteacher, assistant headteachers, subject leaders and designated safeguarding leads. The lead inspector spoke with the trust's chief executive officer, the deputy chief executive officer and the strategic special school improvement lead. The lead inspector also met virtually with trustees and the chair of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum as a whole, across subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests, and their specific needs, first.
- Inspectors considered a range of school documents, including the school's self-evaluation plan and the school improvement plan.
- Inspectors met with staff to seek their views. They took into account the views of parents through surveys, including Ofsted Parent View.

Inspection team

Kate Rowley, lead inspector

Ofsted Inspector

Tricia Stevens

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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