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Mr Eddy Wharton
Headteacher
Ganton School
294 Anlaby Park Road South
Kingston upon Hull
HU4 7JB

Dear Mr Wharton,

Short inspection of Ganton School

Following my visit to the school on 16 January 2018 with Fiona Dixon, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the second short inspection carried out since your predecessor school was judged to be outstanding in October 2011.

This school continues to be outstanding.

Leaders have maintained the outstanding quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school continues to go from strength to strength. Although you were only in post a matter of days at the time of the inspection, you have moved seamlessly into the role, from your previous post of deputy headteacher. You are successfully building upon the solid foundations laid by the previous headteacher. Your enthusiastic leadership team, including governors, share your strong vision for continuous improvement and support you effectively. Pupils and their families are firmly at the centre of your decision-making and you have ensured that pupils feel supported, safe and cared for. This is clearly evident in the strong and trusting relationships that exist between all members of the school community.

Leaders have continued to develop the school's curriculum since the last inspection. There is a strong emphasis on personalisation of the curriculum, the development of pupils' communication skills, independence skills and preparation for life after school. As a result, pupils move successfully into post-school education, employment and training. Staff use signing, symbols, photographs and objects of reference to communicate effectively with those pupils who need additional support to ensure that they are fully engaged in their learning.

The curriculum offers a wealth of enrichment activities which are highly valued by pupils and parents and carers. Pupils were actively involved in the recent Hull City of Culture, working with local theatre groups to present 'Wired Differently', a drama

about their experience of growing up with special educational needs. Pupils spoke enthusiastically about learning outside of school and their visits to local museums, the Humber Bridge, local cafes and to the cinema. Pupils take part in local and regional accessible sporting activities.

Leaders have carried out a detailed review of the curriculum pathways for pupils. As a result, key stage 4 pupils and those in post-16 follow a wide range of entry level courses in English, mathematics and information technology and courses in functional and vocational skills. Pupils take part in a strong work experience and work-related learning programme. Pupils run the school shop and staff cafeteria, enabling them to use their literacy and numeracy skills in a practical setting. Pupils value these experiences in helping them prepare for life after school.

Since the previous inspection, leaders have introduced a new approach to assessment. This enables leaders to check pupils' progress from their starting points more effectively. As a result, the overwhelming majority of pupils, including disadvantaged pupils, are making strong progress from their varied starting points in reading, writing and mathematics.

Leaders use the pupil premium funding effectively. It is targeted to improving pupils' communication skills through investment in specialist equipment and software. This is increasing pupils' abilities to express their views and feelings and contribute to class discussions successfully.

You have high expectations of pupils' learning, attitudes and behaviour, which are shared by all staff. Pupils rise to the challenges that you set, and their learning is rarely disrupted. Pupils say that they enjoy their lessons and take great pride in their work. Pupils respect each other, display good manners and work together successfully.

You encourage pupils to contribute to improving school life. The school council is especially active and members are particularly proud of the role they played in improving school meals. Such is the success of their work that you will be seeking their views to develop the curriculum further.

You invest heavily in staff training and development, to enable all who work at the school to excel in their roles. Staff value the support and encouragement you give. As a result, staff morale is high. Staff are proud to work at Ganton School.

Staff, parents, pupils and governors value your leadership and hold you in high regard. Parents feel strongly that their children are making good progress and that they are well cared for and safe. Parents value the support provided by your staff.

You have a detailed school development plan, which identifies your priorities for improvement correctly. Such is the strength of the plan that it enables governors to evaluate the success of actions taken effectively.

Safeguarding is effective.

Leaders, including governors have created a culture where pupils' safety is paramount. Regular training and updates ensure that all staff are fully aware of the responsibility they have in keeping children safe.

Pupils say they feel safe and are confident that they can share any concerns or worries with an adult and that they will be listened to. This is testimony to the trusting relationships that have been nurtured over time.

The recently appointed designated safeguarding lead works closely with you and other leaders to ensure that there is a coherent and consistent approach to safeguarding across both sites. Record-keeping is detailed and reflects the extent of your multi-agency working effectively. Leaders respond quickly and decisively to any concerns raised, and they seek the advice of other professionals to ensure pupils and their families receive appropriate support quickly.

You have established strong partnerships with the local community learning disability team and children's services department. They offer advice and support for some of your most vulnerable pupils, particularly for those pupils who are unable to attend school regularly. Pupils are supervised well at breaktimes and lunchtimes and you have ensured that the school site is secure. Systems for managing pupils' arrival and departure from school are well managed.

Governors regularly check the effectiveness of the school's work to keep pupils safe. Governors have completed safer recruitment training, putting their skills and expertise to good effect during the recent headteacher recruitment process.

Inspection findings

- You are a dedicated leader who puts the needs and welfare of pupils and their families at the centre of your work. Following your recent appointment as headteacher you have created a strong leadership team which has the energy, vision and ambition to continue the school's strong record of innovation and school improvement.
- Leaders have established a robust safeguarding culture. As a result, pupils feel safe. Pupils' behaviour is strong and there are respectful relationships between pupils and with staff. There is effective multi-agency working and leaders take prompt and decisive action to secure pupils' safety.
- Leaders have kept the school's curriculum and assessment systems under review to ensure strong outcomes for all pupils. Pupils are well supported with the development of academic and independence skills and are well prepared for life after school.
- Leaders have established effective quality assurance systems to ensure high-quality teaching and strong pupil outcomes across the school. Effective practice is shared among staff. Middle leaders closely monitor pupil outcomes and provide swift and effective support to staff when there is a dip in their performance.

- Additional funding is used effectively to develop the curriculum and improve pupil outcomes. Funding is used to employ staff and provide specialist resources which lead to strong pupil outcomes.
- Governors and leaders have taken effective action to address the areas for improvement identified in previous inspections. Leaders have introduced systems to effectively support pupils who are unable to attend school, to share good practice across the school and to ensure that the information on the school's website is up to date.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they consolidate the work of the newly appointed headteacher, and the wider senior leadership team, to continue to drive forward school improvement and hold leaders to account.

I am copying this letter to the chair of the governing body and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for Kingston upon Hull. This letter will be published on the Ofsted website.

Yours sincerely

George Gilmore
Ofsted Inspector

Information about the inspection

During the inspection, inspectors met with you, your deputy headteacher and your three assistant headteachers. Meetings were also held with the chair and vice-chair of the governing body. I spoke to the chief executive and strategic school improvement lead for the Humberside Education Trust. Inspectors visited lessons with school leaders on the primary and secondary sites and scrutinised pupils' work. An inspector spoke to a group of pupils from the school council; in addition we spoke with pupils in class and at breaktime and lunchtime. Inspectors scrutinised school documents including information about pupils' current achievements, the school's self-evaluation, the school improvement plan, behaviour, exclusion and attendance records and information about safeguarding. We took account of 16 responses to Ofsted's online questionnaire, Parent View, as well 16 staff responses to Ofsted's staff survey.