

# The Marvell College

Barham Road, Hull HU9 4EE

## Inspection dates

4–5 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads the school with passion and determination. Leaders, including governors, know the community well and are highly ambitious for the pupils in the school. Their strong leadership has led to good teaching, good behaviour and pupils making good progress.
- Staff share the leaders' vision and are proud of the improvements they are making in their school.
- Governors have the knowledge, skills and confidence to provide robust challenge to senior leaders. They are extremely clear about the strengths of the school and what more needs to be done.
- Through the trust, the school has developed a most fruitful relationship with a local high-performing school. This link has been crucial in the effective challenge and support the trust provides.
- Teaching is good overall. Leaders are not complacent, however, and they continue to take effective action to improve further the quality of teaching. They accept that there is still some variability.
- As a result of strong leadership, safeguarding is effective. Staff receive appropriate training and pupils feel safe. They know who to go to if problems arise, and they have real confidence that staff will help them resolve any issues.
- The school's behaviour policy is effective. Behaviour, both in lessons and around the school, is good. Pupils treat each other and adults with respect. However, leaders have not won over the hearts and minds of a small minority of pupils. In key stage 3 especially, there are some pupils who find it difficult to follow the code of conduct.
- Leaders acted quickly to respond to a disappointing set of GCSE results in 2018. The impact of their work to improve the weaker aspects of those results is clear. Current pupils across all year groups are now making better progress than those who left the school in 2018.
- Leaders are improving the progress of boys, disadvantaged pupils and most-able pupils. This was seen across both key stages. Leaders review the curriculum regularly to ensure that it meets the needs of the pupils in the community they serve. Spiritual, moral, social and cultural education is central to that curriculum and pupils are well prepared for life in modern Britain.

## Full report

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

- Improve the quality of teaching, learning and assessment by ensuring that:
  - leaders continue to support less experienced teachers, so that all teaching comes up to the standard of the very best teaching evident in the school
  - leaders continue to focus on key pupil groups such as boys, disadvantaged pupils and the most able, so that progress for these groups continues to improve
  - all teachers use the school behaviour policy as effectively as the vast majority of teachers do presently
  - all teachers ensure that they take into account pupils' previous learning and plan appropriately challenging work to cater for the needs of all pupils in the group
  - all pupils develop the self-assurance and self-discipline, seen in some pupils already, to work more independently and take ownership of their learning with less reliance of guidance from their teachers.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is determined to cater for the needs of all pupils and provide high quality education for this community. He is relentless in his pursuit of excellence.
- Strong leadership, at all levels, is at the heart of this school's success. The headteacher is very ably supported by an effective team of senior leaders. Like senior leaders, middle leaders are ambitious for their pupils and show no complacency. They work closely with senior leaders and these links are highly effective. To quote one governor, 'no stone is left unturned' in their analysis of pupils' progress. Leaders then use their findings to put in place appropriate support for those who are falling behind.
- Leadership of teaching and learning is effective. Leaders see high-quality teaching as the cornerstone of their philosophy. They use a range of evidence to determine the quality of teaching and learning and the progress that pupils are making. These include lesson observations, scrutiny of pupils' work and rigorous analysis of pupils' progress information. Rigorous systems are in place for checking the performance of teachers and identifying areas that require strengthening. Staff training and the coaching of individual teachers have both been effective. This has led to improvements in the quality of teaching and learning across the school. There are areas which are not yet as effective as others, but leaders are taking effective action to improve those areas.
- Staff morale is high. Staff, at all levels, have embraced the changes and are proud to be part of this school.
- Leaders use the additional funding they receive to good effect. Half the school population qualifies for support paid for by the pupil premium funding and leaders measure the impact of their spending of this money rigorously. Where necessary, they have made changes. Consequently, both the academic progress and the attendance of disadvantaged pupils in the school are improving. Catch-up funding is also used effectively to help Year 7 pupils whose literacy and numeracy skills are not at the level required for secondary education to improve those skills. However, so far, literacy interventions have had more impact than those in numeracy.
- The provision for pupils with special educational needs and/or disabilities (SEND) is well planned. Funding is used appropriately to support pupils in lessons and in small withdrawal groups. Leaders know pupils well and identify their needs carefully. They monitor the effect of interventions thoroughly and make appropriate changes, if necessary. Teachers in their planning and teaching assistants support pupils with SEND well in lessons. Progress and attendance are improving.
- Leaders organise spiritual, moral, social and cultural education effectively. There is a well-planned programme, delivered in form time, assemblies and via visiting speakers. Leaders ensure that the school prepares pupils well for life in modern Britain. Leaders review the programme regularly to ensure that it remains current and relevant to the pupils living in this community.
- Leaders have a clear rationale for the curriculum, based on what they feel is best for their pupils. There is a real focus on giving pupils the skills and knowledge to compete in the modern world. Leaders are committed to ensuring that as many pupils as

possible study English, mathematics, science, a humanities subject and a modern foreign language in key stage 4. Ninety-seven per cent of the pupils leaving the school at the end of Year 11 in 2018 followed this curriculum which would qualify them for the English Baccalaureate.

- Pupils talk positively about the range of extra-curricular activities and educational visits, available to them.

## **Governance of the school**

- Governors have a clear understanding of their role and have an effective working partnership with leaders. They not only understand the supportive aspect of this partnership, but they are also very clear that they must hold leaders to account.
- Governors come from a variety of backgrounds and bring with them a wide range of skills and experience. An analysis of governors' minutes and conversations with governors showed that they provide real challenge and support for the leaders of the school. They are not afraid to question school leaders about all matters of school life.
- Governors share school leaders' ambition for pupils and staff. They know the school and the community well. They can see clearly which strategies have brought about improvement and where there is still work to do. They have effective systems in place to ensure that the school continues to improve.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders, governors and the trust foster a strong safeguarding culture. Safeguarding is led by an experienced team. They respond to referrals promptly and check the progress of each case carefully. Record-keeping is clear and detailed. Records show how leaders act promptly and are persistent in their efforts to keep pupils safe.
- All staff receive effective training and are aware of the risks that young people may face in the community. Pupils say that they feel safe and they know that they have a member of staff to speak to, if they need help. Most importantly, they are confident that the member of staff will listen and help resolve the issue.
- Pupils benefit from the strong links that leaders have established between the school and a wide variety of support agencies. In addition, there is a well-developed programme for pupils within the curriculum on how to keep themselves safe.

## **Quality of teaching, learning and assessment**

**Good**

- Effective systems are in place to check the quality of teaching and learning. As a result, leaders know not only where the strongest teaching is, but also where there is less effective practice. Leaders are aware that, even within the strongest departments, there are less experienced teachers who still need further support. Leaders have a track record of improving individual teachers' skills and continue to work with teachers who are not yet meeting the high standards that leaders expect.
- The improvements made, since the new school opened, in pupils' behaviour and

attitudes have clearly been important in raising standards in the classroom. Pupils know the routines well and they said that disruption is very rare. If it occurs, there are clear systems in place to ensure that the behaviour of an individual or small group of pupils does not spoil the learning of others. However, a small minority of teachers do not handle the rewards and sanctions as skilfully as others. As a result, there is some disruption in a small number of classes.

- Pupils are showing an increasing pride in their work. Many are self-disciplined and self-assured young people. However, not all pupils have mastered these skills and some are over-reliant on teachers to support them.
- In the past, weak literacy skills were a major barrier to pupils' progress for many in the school. In response, leaders have developed a whole-school literacy policy which has been central to the improvements made in teaching. Teachers know that, whatever subject they teach, they are also teachers of literacy.
- There is also a whole-school approach to teaching numeracy. Improving mental arithmetic skills has been the main thrust, and form time has been used successfully for this. The mathematics department has also worked with departments such as science and geography to ensure that teachers across departments adopt a similar approach to solving mathematical problems.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils wear their uniform with pride and treat the school buildings with respect. As a result, the school is a welcoming, litter-free environment.
- Pupils are polite and friendly to visitors. During the inspection they responded willingly to inspectors' questions and were clearly proud of their school and the way it has improved since the new school was established.
- Staff know pupils well. They respond in a timely manner to any concerns, and they maintain contact with parents as much as possible. The school provides effective support to vulnerable pupils. There is a well-organised response to helping pupils overcome any difficulties they are facing.
- As a result of a well-structured programme of personal, social, health and economic education, pupils know how to keep themselves safe and healthy. To cite just one example, pupils clearly understood the content of an assembly and could explain clearly what they should do to keep themselves safe online.
- Careers guidance is effective. As a result, the vast majority of pupils who leave the school at the end of Year 11 move into appropriate further education, employment or training.
- Twenty-five pupils attend off-site provision. Leaders think carefully before setting up such programmes and ensure that the placement is appropriate to the needs of the pupil. They keep close contact with the provider to ensure that every pupil remains safe and also to check on academic progress.

## Behaviour

- The behaviour of pupils is good.
- Staff and pupils agree that behaviour has improved significantly since the new school was set up. The code of conduct is straightforward and easily understood by pupils. Teachers in the main use rewards and sanctions effectively and pupils have responded well to the approach. Some pupils have concerns about the small number of staff who do not use the sanctions as effectively as the vast majority do and inspectors saw this in a small number of lessons.
- Behaviour in lessons is good. Pupils settle quickly and show positive attitudes to their learning in the vast number of lessons.
- Pupils respond well to the visible staff presence at lesson changeover time and at breaks. As a result, there is a calm, purposeful atmosphere about school.
- Leaders have used a range of effective strategies to improve attendance and both overall absence and persistent absence are now in line with the national average.
- Leaders' strategies have also been effective in reducing the number of exclusions. These figures too are now in line with the national average.

### Outcomes for pupils

**Good**

- As a result of good teaching, current pupils across the school are making good progress.
- The school's own progress information suggests that current pupils are making stronger progress than those who left the school in 2018. Close scrutiny of pupils' work books and other inspection activities confirmed this to be the case. The strongest progress is in key stage 3.
- Progress and attainment in humanities, French and English were particularly disappointing for the Year 11 pupils who left the school in the 2018. However, because of improved teaching, pupils are now making stronger progress in these subjects and working at a higher standard.
- The progress and attainment of the most able pupils, boys and disadvantaged pupils were weaker than pupils nationally with similar starting points in 2018. However, progress for all these groups and the standard of work produced are improving and evidence seen in pupils' books supports this.
- Current pupils with SEND are now making better progress. Especially in Years 7 to 10, the progress of pupils with SEND is improving towards that of other pupils with similar starting points.
- Leaders have embraced wholeheartedly the government's aspirations to increase the percentage of pupils studying for the English Baccalaureate. With last year's leavers and the present Year 11, the school has already matched the government's ambition of 75% of pupils qualifying for the English Baccalaureate.

## School details

Unique reference number	142391
Local authority	Kingston Upon Hull City Council
Inspection number	10087479

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1031
Appropriate authority	Board of trustees
Chair	Mrs Jo Edwards
Headteacher	Mr Marc Cooper
Telephone number	01482 799132
Website	<a href="http://www.themarvellcollege.com">www.themarvellcollege.com</a>
Email address	<a href="mailto:admin@themarvellcollege.com">admin@themarvellcollege.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school opened as an academy on 1 September 2016 under the sponsorship of Hull Collaborative Academy Trust. As part of the arrangement, the school continued its existing partnership with St Mary's College, Hull, part of the St Cuthbert's Academy Trust.
- The school's local governing body includes representatives from the trust board and meets regularly to monitor the school's work and hold the headteacher and senior leaders to account.
- The school is an average-sized school, but numbers are increasing.
- The proportion of disadvantaged pupils supported through the pupil premium is above the national average and is in the top 20% of schools nationally.
- The proportion of pupils who receive support for SEND is above the national average.
- The proportion of pupils who have an education, health and care plan is just below the national average.

- The school uses five alternative providers for a total of 25 pupils. These are The Compass Academy, The Rise Academy, The Aspire Academy, The Venn Boulevard Centre and The Sullivan Centre.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons, with 10 sessions jointly observed with senior leaders. They also conducted five scrutinies of pupils' work jointly with middle leaders. Inspectors also observed form time and an assembly.
- Throughout the two days of the inspection, inspectors spoke with pupils, both informally and formally, about their learning and safety.
- Inspectors reviewed pupils' work in lessons and scrutinised samples of work in pupils' books.
- The lead inspector held a meeting with four governors and with the chief executives of both trusts involved with the school. Inspectors also held meetings with senior and middle leaders and other staff.
- Inspectors reviewed leaders' evaluation of the performance of the school, the school improvement plan and minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 74 responses to Ofsted's online questionnaire for parents (Parent View) and the 71 responses to Ofsted's staff questionnaire. There were no responses to Ofsted's pupil questionnaire.

## Inspection team

David Pridding, lead inspector	Ofsted Inspector
Lynn Kenworthy	Ofsted Inspector
Elizabeth Cresswell	Ofsted Inspector
Julian Appleyard	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019