

# Andrew Marvell Business and Enterprise College

## Inspection report

---

<b>Unique Reference Number</b>	118108
<b>Local authority</b>	Kingston-upon-Hull, City of
<b>Inspection number</b>	382301
<b>Inspection dates</b>	23–24 November 2011
<b>Reporting inspector</b>	Angela Headon HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1114
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Harker
<b>Headteacher</b>	Kevin Lister
<b>Date of previous school inspection</b>	18 November 2009
<b>School address</b>	Barham Road Hull HU9 4EE
<b>Telephone number</b>	01482 799132
<b>Fax number</b>	01482 786804
<b>Email address</b>	head@andrewmarvell.hull.sch.uk

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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



## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspection team observed 29 lessons and teachers. In addition, meetings were held with the headteacher, senior and middle leaders, groups of students, teachers, support staff, the Chair and vice-chair of the Governing Body and a representative from the local authority. Inspectors observed the school's work and scrutinised documents, including the school's self-evaluation document, assessment information, records of lesson observations and safeguarding arrangements. Questionnaires for parents and carers were not distributed as part of this inspection.

The inspection team reviewed the school's progress since the previous monitoring inspection and the previous section 5 inspection. They looked in detail at a number of key areas.

- Students' achievement, particularly that of boys and students with special educational needs and/or disabilities.
- The quality of teaching in both key stages.
- Students' attendance and behaviour.
- The capacity of senior and middle leaders to sustain improvements.

## Information about the school

Andrew Marvell Business and Enterprise College is a larger than average foundation Trust school. The school secured specialist business and enterprise status in 2004 and holds a number of awards including Healthy Schools status, Information, Advice and Guidance (IAG) Gold and Investors in People.

The proportion of students known to be eligible for free school meals is above the national average, as is the percentage of students with special educational needs and/or disabilities. Very few students are from minority ethnic heritages.

At its previous inspection in November 2009, the school was judged to require special measures. Since then, the school has received regular monitoring inspections to evaluate its progress. A new school building is currently under construction on the school site.

**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?** **3**

**The school's capacity for sustained improvement** **3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Andrew Marvell is a satisfactory school and it is improving. The school has made significant improvement since the previous inspection. Notably, leadership and management have strengthened, the quality of teaching has improved and provision for care, guidance and support is good. As a result, students' achievement is now satisfactory.

The quality of teaching is continuing to improve rapidly across key stages and subject areas. With a firm focus on students' progress in lessons, school leaders have ensured, through the rigorous monitoring of classroom practice and well-targeted professional development, that all groups of students are making at least satisfactory progress. Key groups of students, notably boys and students with special educational needs and/or disabilities, who were significantly underachieving at the previous inspection, are now benefiting from the school's strong emphasis on improving classroom practice. In the majority of lessons, assessment information is used well. Well-considered tasks and activities, sharper questioning and students' greater awareness of their current progress and targets have helped to secure both better academic and personal outcomes. However, school leaders recognise the need to ensure this best practice is evident in all lessons to raise attainment further, particularly for boys, and have identified this as a key priority.

The quality of care guidance and support that students receive is good and promotes both their personal and academic development, through effective pastoral work and, where required, academic intervention. Students report that they enjoy school and feel safe. Consequently, attendance is continuing to improve and is now broadly average. Students are positive about their learning and relationships between students and adults are good. Students behave responsibly around the school site and are aware of safety routines, particularly in light of the current building programme.

The school's specialist business and enterprise status makes a significant contribution to students' well-being, enjoyment and wider curriculum experience. Key aspects include a range of vocational courses with local partners, and opportunities for

students to develop leadership and enterprise skills through curriculum enrichment events and activities. However, the school is aware that, despite the introduction of a reading intervention programme in Key Stage 3, greater improvements in students' literacy skills are now required to raise attainment further.

The headteacher, ably supported by the deputy headteacher, is providing purposeful and effective leadership with a clear vision for continuous improvement. In this he is well supported by leaders, teachers and support staff. There is a strong sense of teamwork across the school with a clear understanding of what has been achieved and what is yet to be done to further improve outcomes for students. The governing body is rigorous in monitoring the school's work and challenging performance in all areas. Measurable improvements in all areas highlighted at the previous inspection and accurate self-evaluation show that the school now has satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Maintain the focus on teaching and increase the proportion of good and outstanding lessons by:
  - using assessment information more precisely to tailor activities in lessons to meet the needs of individual students and promote independent learning
  - using questioning more effectively to check students' understanding and progress, and ensure high levels of challenge.
- Raise attainment across the curriculum by:
  - closing the gaps in performance between different groups, particularly boys, to enable the majority of students to make at least good progress
  - developing and promoting students' literacy skills in all subject areas.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
----------

Overall, from average starting points, students are making at least satisfactory progress. Although results in key GCSE performance measures remained broadly similar to those in 2010, the attainment of students in their best eight subjects improved significantly, with boys' attainment moving closer to the national average.

Lesson observations and the school's current assessment data for students in Years 7 to 11 confirm this improving picture, particularly for boys and students with additional learning needs. In lessons across the curriculum, students overall are making at least expected progress. However, the best progress for all key groups is evident in those lessons where assessment strategies are used most effectively. For example, in mathematics lessons, where students' enjoyment and active engagement in discussion, and their responses to skilful questioning ensures good understanding and effective learning. Students' written work across subject areas is regularly

assessed, with many good examples of constructive feedback to support their learning; students generally know and understand their targets.

Students' spiritual, moral, social and cultural development is satisfactory. Students work well together and have a growing understanding, promoted particularly through the 'MiLife' curriculum, arts and sport, of cultural diversity. Students also have opportunities to contribute to the life of the school and local community, for example, as student councillors and monitors, peer mentors, through their work with enterprise and dance projects, and their regular fundraising for local and national charities. They have a good awareness of healthy lifestyles, which are actively promoted in a number of curriculum areas and events, for example, 'big learning' days. This work, together with their participation in a range of extra-curricular sports activities, is reflected in the school's Healthy Schools status.

The school has worked hard to deal with previous poor behaviour, through the introduction of more effective behaviour management procedures, including a new system of electronic rewards. Students feel safe in school and behaviour overall is now satisfactory and continuing to improve. Improvements in attendance and attainment, and students' experience of work-related and enterprise activities through the specialist status help to ensure that they are adequately prepared for future life.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Despite a significant number of staff changes since the previous inspection, leaders and staff have worked hard to improve the quality of teaching. As a result, good teaching is now evident in the majority of lessons and is characterised by: teachers' high expectations; activities that match students' ability levels; the effective use of assessment to develop students understanding and challenge their thinking; the promotion of independent learning, and students' literacy skills, through opportunities for students to discuss their ideas in pairs and groups; and effective

<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

teamwork between teachers and teaching assistants. However, although this best practice is now evident in both key stages, senior leaders are aware that it is not yet consistent across and within all subject areas. Consequently, the school is continuing to robustly challenge satisfactory practice, while also aiming to increase further the proportion of outstanding lessons.

Relationships between staff and students are good and students are well cared for and supported by the school. Pastoral teams ensure that well-considered intervention activities, including their work with external agencies, allow those students with specific learning or pastoral needs to develop positively in their academic work and personal well-being. Parents and carers recognise the good transition arrangements in place for students entering Year 7; effective transition work across the key stages is also reflected in the school's IAG Gold award. Extensive actions to promote better attendance, including for those with a record of persistent absence, have brought about significant improvements since the previous inspection.

The curriculum, particularly for older students, reflects the school's specialist status. Provision includes: a range of academic and vocational options for students of all ability levels, including business, health and social care, travel and tourism and work-skills courses; curricular enrichment events and competitions, including 'arts week', 'enterprise week', and 'big learning' days; and a variety of extra-curricular activities, in a range of curriculum areas, including history, science, information and communication technology, sport and the arts. Reading intervention programmes have also been introduced for younger students. However, the school recognises that a greater focus is now required on all aspects of literacy, including speaking, listening, reading and writing, particularly for boys, to secure better achievement across the curriculum.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is providing a clear strategic lead and is ensuring that the school is now moving forward at pace. Through improved communication and team working, senior and middle leaders, together with school personnel are playing a full part in the continuing improvement agenda. Consequently, actions to improve teaching and students' achievement have been successfully implemented across the school.

Self-evaluation is accurate, at all levels; as a result, leaders and staff are aware where further work is required to secure greater improvements, with focused priorities evident in whole-school and subject action planning, and performance management objectives. Equality of opportunity is now actively promoted. The school has worked hard to tackle the significant underachievement of boys and students with additional needs, highlighted at the previous inspection.

Systems for monitoring teaching are rigorous and thorough, and complemented by the school's regular collection and analysis of students' achievement data. There is much in place to encourage leaders and teachers to seek and share ideas and to develop effective practice. Senior leaders have an accurate view of the quality of teaching across the school. The growing confidence and success of senior and middle leaders, opportunities for staff to lead development working groups, and the developing accountability of phase and associate leaders in key priority areas are strengthening further the school's leadership capacity.

The school makes a satisfactory contribution to community cohesion, with evidence of involvement in a number of local community activities, including work with the local children's centre. Through the specialism, the school has extensive links with a range of curriculum partners including businesses, sports teams and further education colleges. Links with local primary schools are continuing to strengthen, with evidence of joint curriculum activities.

The school's engagement with parents and carers is satisfactory. Regular student reports, newsletters, a range of school events and an improved website are helping to promote the school's work and support parents and carers' involvement. School leaders recognise, however, the need to more systematically seek the views of parents and carers.

The skilfully led governing body monitors thoroughly all aspects of the school's work; this has included key areas for improvement, staff changes and financial management. Members have an accurate understanding of the school's work and they fully hold leaders to account. All statutory requirements are met, including safeguarding procedures, with child protection arrangements, required staff checks, first aid procedures and site safety requirements securely in place.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Views of parents and carers**

Questionnaires for parents and carers are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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 is 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.**



25 November 2011

Dear Students

### **Inspection of Andrew Marvell Business and Enterprise College, Hull HU9 4EE**

Thank you, once again, for making us feel welcome during our recent visit to your school. We enjoyed speaking to you in lessons, meetings and during social times about your experiences; this proved extremely helpful.

You think that things are much better now, including behaviour, the quality of your lessons and your achievements. Our findings correspond with your views. The school no longer requires any further monitoring visits because we are pleased to tell you that Andrew Marvell is now providing you with a satisfactory standard of education. This is a summary of our findings, which we hope will be of interest to you.

- Significant improvements have taken place at your school and you are now receiving a satisfactory education.
- You make satisfactory progress with broadly average results in GCSE examinations.
- Staff provide good quality care, guidance and support and you feel safe in school.
- Teaching is satisfactory overall and continuing to improve further.
- Your behaviour is satisfactory overall, and your attendance and punctuality have improved.

Although Andrew Marvell is a satisfactory school, it wants to be even better. School leaders agreed with us on some of the ways in which the school could improve further.

These are:

- to maintain the focus on teaching and increase the proportion of good and outstanding lessons by making sure assessment is used well in lessons
- to raise attainment further across the curriculum by developing your literacy skills further and ensuring all groups of students achieve well.

We hope you continue to benefit fully from the opportunities that the school is now providing for you. We wish all of you every future success.

Yours sincerely,  
Angela Headon  
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). 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).