

Emmanuel College

Consett Road, Lobley Hill, Gateshead, Tyne and Wear, NE11 0AN

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Students' achievement is outstanding. Regardless of their starting points, all students make exceptional progress to exceed significantly the national average by the end of Year 11 and in the sixth form.
- Teachers are thorough professionals, eager to improve their performance through sharing good practice and undertaking professional development. They have very high expectations of students seen in the challenging targets they set. Teachers show great skill at both challenging and supporting students to do their best.
- Behaviour is outstanding. Students follow rules sensibly, so that transition from lesson to lesson on this large site is always smooth and calmly conducted. Excellent attitudes to learning create a purposeful working atmosphere in all classrooms. Students have been convinced by teachers that the key to success is hard work and they are by no means afraid of this.
- Provision in the sixth form is excellent. Students' achievement and their performance in A level examinations are significantly above national averages and is rising year-on-year. Students welcome the many opportunities they have to contribute to the school community and to communities farther afield through charitable fundraising.
- The excellent curriculum is rich in opportunities for students' academic and personal development. It successfully delivers the college's aims of developing responsible young people who see beyond themselves to service in the world about them, while reaching the highest academic standards.
- Outstanding leadership and governance ensure that the college maintains its long-standing high performance. Leaders at all levels show a keen commitment to constantly improving the quality of teaching and outcomes for students.

Information about this inspection

- Inspectors observed 48 lessons or parts of lessons. Four of these were shared observations with senior staff.
- Discussions were held with senior staff, subject leaders, members of the board of governors and students.
- Inspectors viewed the college's work and checked work in students' books during lessons. They looked at a range of school documentation including, that relating to students' progress over time, school evaluation and improvement planning, and safeguarding procedures.
- One hundred and sixty four responses to the on-line questionnaire (Parent View) were considered, as well as 14 letters received from parents during the inspection. Inspectors also considered 71 responses to the staff questionnaire.

Inspection team

Moira Fitzpatrick, Lead inspector	Additional Inspector
Lesley Powell	Additional Inspector
Julie Rimmer	Additional Inspector
Alexandra Hook	Additional Inspector
Jim Bradley	Additional Inspector

Full report

Information about this school

- The college is larger than the average sized secondary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, students known to be eligible for free school meals and students whose parents are serving in the armed services, is below average.
- The majority of students are of White British heritage, with an average number of students from minority ethnic groups.
- The proportion of students supported at school action is below average; so too is the proportion supported at school action plus or with a statement of special educational needs.
- The college meets government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The college makes no use of any alternative provision.
- As a result of its status, the college works independently of the local authority.
- Each year in January, the college admits a small group of Year 6 pupils, whose basic skills are significantly below average. This group is given intensive support to improve their basic skills before joining Year 7.

What does the school need to do to improve further?

- Improve outcomes for students even further by pursuing plans to share outstanding practice, so that there is greater parity of achievement across subjects.

Inspection judgements

The achievement of pupils is outstanding

- Students' achievement is outstanding, regardless of their starting points or heritage group. For example, the proportion of students making or exceeding expected levels of progress in both English and mathematics was significantly above the national average in 2012. Progress in mathematics was exceptional, with close to 100% of students making expected progress and almost three quarters exceeding expected progress. The percentage achieving the English Baccalaureate (5+ A* to C grades including English, mathematics, science, humanities and a modern foreign language) was three times the national average. About 20% of Year 11 students are entered early for mathematics GCSE in January of that year. The remainder sit the examination at the end of Year 11. Early entry enhances the achievement of students in mathematics.
- Students' attainment is high at the end of Key Stage 4 and in the sixth form. From above average starting points overall, students perform exceptionally well in almost every subject. However, the college is never complacent; leaders are focused on extending the very high performance of the mathematics department to other departments by sharing its excellent practice.
- The achievement of students supported at school action and school action plus, matches that of other students. Published test data shows that from low starting points these students make excellent progress in their basic skills, particularly in reading and numeracy. The early entry programme prepares them very well for the challenges of the secondary curriculum as they enter Year 7.
- The college very successfully narrows the gap in achievement between students who are known to be eligible for free school meals and other groups of students. The average point score of these students is significantly above the national average for all students. Funding is well targeted at identifying specific needs and providing support to remove any barriers to learning. Resources for learning, such as computers and musical instruments, are provided by the college.
- Embedding and developing literacy skills is supported by all departments. The promotion of the library in the current year has seen an upsurge in its use, with the Accelerated Reading programme and frequent exciting events to engage students with reading and a host of related activities.
- Students' performance in the sixth form is high and continues to improve. The success of sixth form provision is evident in the high proportion of students entering higher education, with increasing numbers taking up courses at prestigious universities in the Russell group.

The quality of teaching is outstanding

- Teaching and learning are outstanding because staff are ambitious for students to be the best they can. All staff have very high expectations of students' hard work and commitment. In turn, students' eagerness to do well and take responsibility for their learning completes the cycle of ambition and effort which leads directly to success.
- Teachers make very good use of their excellent subject knowledge to provide good levels of challenge which engage and motivate students. For example, students in lessons observed in modern languages made excellent progress, because of teachers' ability to give very clear explanations which helped students overcome difficulties with grammar. Teachers' excellent pronunciation in the target language, and their insistence on students repeating words correctly ensure that learning is secure, fun and moves at a rapid rate.
- In many lessons, teachers develop students' thinking by skilful questioning which probes responses and deepens understanding. Year 13 students were very well challenged by such questioning, so that they were able to work quickly through a complex text and explain how

language was used to create effect. In the many examples of excellent questioning seen, it was clear that students rose to the challenge to think more widely and deeply, and that their engagement with the topic was enhanced. Sometimes, opportunities to deepen students' understanding are missed.

- There is much high quality marking and feedback to students on how to improve their work and overcome misconceptions. Where this is most effective, for example in mathematics, staff give dedicated time for students to make corrections and improve their work. Overall, students say they would benefit from more regular opportunities to respond to teachers' careful feedback on their work.
- In mathematics lessons observed, teachers' excellent knowledge of students' prior learning allowed them to set precisely the right level of challenge. This allowed students of differing abilities within a class to make rapid progress, because the tasks set challenged them to make the best possible progress.
- In many lessons, teachers make very good use of their knowledge of students' previous learning to set just the right level of challenge to capture students' interest and stretch their thinking. This motivates students very well as they rise to demanding tasks that bring success, and spurs them on to work at a brisk rate. When such well tailored starting points are not evident, the rate of learning is slower.
- Students hold their teachers in high esteem. In discussion, many gave examples of the support they receive to overcome difficulties. Parents overwhelmingly agree that their children are well taught, successful learners. A number of letters received from parents, emphasised how much they appreciate what teachers do in 'going the extra mile' for their children.

The behaviour and safety of pupils are outstanding

- Students' outstanding behaviour is the cornerstone of the calm, purposeful atmosphere found everywhere in the college. Students show respect for each other and for their teachers; they are polite and welcoming to visitors, all of which reflects well the values and ethos of the college.
- College records confirm that behaviour over time is excellent, that bullying is rare and promptly checked, so that students feel safe and secure in college. Students express overwhelming confidence in the pastoral team to deal with any issues they may have. Parents agree that their children are extremely well cared for and supported.
- Students have excellent attitudes to learning. It is clear, when observing lessons, that they value learning for its own sake, accept responsibility for developing their talents and are eager to please their teachers. Above average attendance demonstrates students' enjoyment of college life.
- Students are well taught to assess risks to their own and others' well-being. They have a good understanding of the potentially harmful effects of drugs and alcohol. Students of all ages are able to explain the risks of internet use and cyber-bullying.
- The college goes to some lengths to ensure that students whose circumstances may put them at risk of becoming vulnerable are well tracked and supported to get the best from college life. Links with parents are strong, and letters from several confirm the effectiveness of this support and how very much parents value the care shown by college staff.

The leadership and management are outstanding

- Leadership at all levels, including governance, is ambitious and determined in its drive to improve the college. Continuous improvement and refinement of the college's systems ensure that it successfully maintains its very high performance across all areas of its work. Leaders

demonstrate an outstanding capacity for further improvement.

- Leadership in the mathematics department has been recognised as a model of excellence. Senior leaders now plan to use the skills and expertise of the head of department to share best practice and improve outcomes for students across the curriculum.
- The leadership and management of the quality of teaching provide a relentless drive for excellence. Rigorous procedures are used to evaluate teachers' performance; they ensure that staff are accountable for the progress their students make. The college links this performance robustly to salary progression.
- Excellent systems for tracking progress help teachers meet the challenging targets set for students. They enable staff to quickly identify any student at risk of falling behind so that prompt and effective support is put in place to help them recover any lost ground.
- A broad and balanced curriculum leads to outstanding outcomes for students of all abilities, because it is planned to take account of their aptitudes and aspirations at each key stage. Students value the many opportunities they have to develop special interests and talents, which help them subscribe fully to the school's priority to develop leadership through service. Outstanding spiritual, moral, social and cultural development for students is central to the college's aims. This results in well rounded young people who are able to care for others, display determination and integrity, and be tolerant of difference.
- The college effectively deploys resources to ensure equality of access and opportunity for all students. The rate of progress of students who are eligible for the pupil premium is the same as other students in English and mathematics, and their attainment is very close, with the gap narrowing rapidly.
- Procedures for safeguarding meet requirements; record keeping is exemplary.
- **The governance of the school:**
 - Governors bring a wide range of experience and expertise to the service of the college. They show a clear understanding of the college's performance over time. They both challenge and support the college robustly where changes in performance are noted. They have evaluated the school's appraisal system, understand the arrangements to link salary progression to the quality of teaching and students' performance, and challenge the principal to ensure that performance targets are met. Governors have approved the use of pupil premium funds for additional learning support and learning resources.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108420
Local authority	Gateshead
Inspection number	412574

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

Type of school	Secondary
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,262
Of which, number on roll in sixth form	258
Appropriate authority	The governing body
Chair	Nigel Robson
Headteacher	Jonathan Winch
Date of previous school inspection	18 June 2009
Telephone number	0191 460 2099
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