Inspection of Emmanuel College

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

Inspection dates:	15 and 16 October 2024
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Sixth-form provision	**Outstanding**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Emmanuel College teaches pupils that they are 'infinitely precious'. This core belief, underpinned by the school's Christian ethos, is lived out by the school. Staff care deeply about pupils. Pupils' best interests and well-being are at the heart of the decisions that leaders make. The school is a diverse and tolerant community where pupils' individuality is celebrated and where pupils' gifts and talents are nurtured. Pupils are happy and safe.

Pupils benefit from an exceptional curriculum that is highly ambitious and stimulating. The school has a relentless drive to ensure that all pupils achieve their full potential. Pupils rise to the very high expectations that the school has of them. They behave exceptionally well and take their learning seriously. This leads to impressive examination results at the end of Year 11 and Year 13. Pupils take ambitious next steps when they leave the school.

The school's commitment to developing pupils' character is exemplary. This supports pupils to be independent and resilient. Pupils take on a wide range of leadership roles, such as prefects, reading mentors and ambassadors at school and public events. The school provides pupils with extensive opportunities to try new things. This helps them to fully appreciate the world around them.

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

The school's curriculum enables pupils to achieve very well in a wide range of academic and vocational subjects. The curriculum is enriched by a wide range of opportunities for pupils to learn more. For example, pupils learn British Sign Language and complete additional examinations in music, drama and public speaking. Many pupils take advantage of these opportunities. In the sixth form, the curriculum is equally broad and highly ambitious. For example, sixth-form students who study A-level Latin also have the opportunity to enrich their learning by studying Greek.

Teachers are experts in their subjects. Pupils learn the important parts of the curriculum in carefully sequenced steps, including in the sixth form. The school checks thoroughly that pupils are secure in what they have been taught. Teachers ensure that pupils have regular opportunities to practise what they have learned. For example, in English, pupils learn how to analyse key quotations step by step. Pupils draw on their knowledge of vocabulary, context and reading for implied meaning. This supports their extended writing. Pupils write essays that are assured and thoughtful.

The school quickly identifies pupils who need support with their reading. Pupils follow an effective programme that is delivered by staff who are well trained. As a result, they catch up quickly. Pupils enjoy reading. They are given regular opportunities to read for pleasure. Many pupils help to promote reading and supervise in the school library. Students in the sixth form are trained to be reading mentors for younger pupils. The school's work to develop pupils' vocabulary is impressive. As a result, pupils articulate themselves confidently and maturely.

The school's support for pupils with special educational needs and/or disabilities (SEND) is highly effective. The school identifies individual pupil's needs quickly. Staff adapt the curriculum consistently well so that pupils with SEND develop the knowledge and skills they need. As a result, pupils with SEND produce work of a high-quality and achieve well in public examinations.

Pupils have a deep understanding of healthy relationships and how to stay safe. Pupils enjoy opportunities such as performing in the choir at a local culture centre and taking part in residential outdoor learning that develops their wider teamwork skills. There is a daily live broadcast across the school called 'Good Morning Emmanuel' that sixth-form students host, alongside members of staff. This gives pupils the chance to share their views and experiences with the school community. This platform promotes intellectual discussion. It helps pupils to understand the importance of tolerance and challenging prejudice. Pupils' social skills, resilience and confidence are highly developed.

Teachers highlight careers pathways linked to their subjects, which encourages pupils to have high aspirations. Pupils have multiple opportunities to engage with employers. The school prepares pupils and sixth-form students exceptionally well for their next stage of education, employment or training.

The school culture places a strong emphasis on respectful and orderly behaviour. School routines ensure that pupils learn without any distractions. Pupils follow school routines exceptionally well. Pupils' attendance is high. Pupils are proud of their achievements when these are celebrated every week at 'Emmanuel Excellence'. This gives pupils the chance to share their best work. Sixth-form students are highly visible around the school. They are excellent role models for younger pupils.

Leaders have sustained very high standards over time. Trustees and local governors have a precise understanding of the school. The school has responded effectively to local changes in the education landscape. As a result, more pupils, including disadvantaged pupils, benefit from the high-quality education at the school. Leaders are mindful of staff workload and well-being. Staff are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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 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	108420
Local authority	Gateshead
Inspection number	10340037
Type of school	City Technology College
School category	Secondary
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,553
Of which, number on roll in the sixth form	340
Appropriate authority	Board of trustees
Chair of school board	Ross Smith
Chair of foundation board	Stewart McKinlay
Foundation CEO	Mark Pike
Principal	Matthew Waterfield
Website	www.emmanuelcollege.org.uk
Date of previous inspection	26 November 2014, under section 8 of the Education Act 2005

Information about this school

- The school is a City Technology College. It is the founding member of the Emmanuel Schools Foundation.
- The school uses two registered and one unregistered alternative provisions for a small number of pupils.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- During the inspection, inspectors met with the principal and other senior leaders responsible for the quality of education, behaviour and attendance, pupils' personal development including careers, special education needs and/or disabilities and the sixth form.
- The lead inspector met with the chief executive officer, the chair of the board of trustees, trustees and members of the local governing body. Inspectors reviewed documentation relating to governance, including minutes from governors' meetings.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern languages, history and design and technology. 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 visited a sample of lessons and looked at a sample of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector/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 first.
- Inspectors met with groups of pupils formally during the inspection and spoke with them informally at social times and in lessons. Inspectors also considered the opinions expressed through the pupil survey.
- Inspectors met with groups of staff formally during the inspection and spoke with them informally throughout the inspection. Inspectors also considered the opinions expressed through the staff survey.
- The inspector took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

Dan McKeating, lead inspector	His Majesty's Inspector

Jill Bowe	Ofsted Inspector
Christine Durand	Ofsted Inspector
Gabrielle Reddington	Ofsted Inspector
Steve Lewis	Ofsted Inspector
Kate Morris	Ofsted Inspector

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