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28 November 2014

Mr Jonathan Winch
Principal
Emmanuel College
Consett Road
Lobley Hill
Gateshead
Tyne and Wear
NE11 0AN

Dear Mr Winch

No formal designation monitoring inspection of Emmanuel College

Following my visit with Her Majesty's Inspectors Jan Bennett, Helen Lane, Helen Storey and Chris Smith to your school on 26 and 27 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was undertaken at the direction of the Secretary of State for Education. Under s8(1) of the Education Act 2005 the Chief Inspector, if requested by the Secretary of State to inspect a school, must inspect and report on that school.

Evidence

Her Majesty's Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements and met with the Principal, groups of pupils, college staff and the Chair of the Governing Body. Inspectors also scrutinised a range of documentation including minutes of governing body meetings, attendance and exclusion records and the college's own records about the quality of teaching. Inspectors also visited a range of lessons and scrutinised pupils' work-books and folders.

Context

Emmanuel College is larger than the average-sized secondary school. The majority of pupils are of White British heritage with an average number of pupils from minority ethnic groups. An average proportion of pupils speak English as an additional language. The proportion of disabled pupils and those who have special educational needs is below average. The proportion of disadvantaged pupils, eligible

for support through the pupil premium funding, is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics. As a result of its status, the college works independently of the local authority.

Main findings

The inspectors' main focus was to establish whether the school's curriculum is suitably broad and balanced and whether leaders, including governors, ensure that pupils are adequately prepared for life in modern Britain. The inspection findings raised no concerns about either aspect of leadership and management. Inspectors did, however, identify areas of work where further improvement would strengthen the overall effectiveness of this outstanding college.

The school's curriculum is broad and balanced and prepares pupils well for life in modern Britain. Pupils are very well cared for and report that they know how to keep themselves safe, including when using the internet, because of the college's work. Pupils are articulate and respond well, and often at length, to teachers' questions, which challenge their assumptions and help them to think. They talk enthusiastically about their learning and are well behaved. The library is well stocked with a broad range of books and other materials that reflect a wide range of views and approaches to knowledge, understanding and belief.

The school gives pupils a good range of opportunities to explore and reflect on the spiritual, moral, social and cultural aspects of their lives both within lessons and in the range of clubs and other activities the school offers. There are regular assemblies and the themes articulated in these assemblies are followed up in tutor times. There is an emphasis on service and many pupils report that they enjoy the opportunities they are given to take up leadership roles. However, the school does not have a fully integrated and clearly mapped out approach to this broader curriculum. As a result, the impact of these opportunities is not carefully coordinated and tracked to ensure that all pupils are benefiting as much as they could from this enriched provision.

Achievement in the sixth form is high, with many students progressing to higher education. Teachers' subject knowledge is very good and their focused questioning makes a valuable contribution to supporting learning. They check carefully for understanding and challenge students so that they do well.

External support

Emmanuel College is a member of the Emmanuel Schools Foundation, a group of four schools. The Principal of Emmanuel College is also Executive Principal within the Emmanuel Schools Foundation, working particularly closely with Bede Academy in Blyth.

Priority for further improvement

- Ensure through tracking and analysis that the personal development of all pupils is supported equally well through their choice of academic courses and uptake of enrichment activities offered through the curriculum.

I am copying this letter to the Director of Children's Services for Gateshead, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Mark Evans

Her Majesty's Inspector