

## **INSPECTION REPORT**

**EMMANUEL CITY TECHNOLOGY COLLEGE**

Gateshead

LEA area: Gateshead

Unique reference number: 108420

Headteacher: Mr. Nigel McQuoid

Reporting inspector: Linda Humphreys  
7956

Dates of inspection: 29<sup>th</sup> January - 1<sup>st</sup> February 2001

Inspection number: 197027

Short inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: City Technology College

School category: Independent

Age range of pupils: 11 to 18

Gender of pupils: Mixed

School address: Consett Road  
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Tyne and Wear

Postcode: NE11 0AN

Telephone number: 0191 460 2099

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Appropriate authority: The proprietor

Name of chair of governors: Dr. Peter Vardy

Date of previous inspection: November 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

**Page**

### **PART A: SUMMARY OF THE REPORT**

**1**

Information about the school

How good the school is

What the school does well

What could be improved

How the school has improved since its last inspection

Standards

Pupils' attitudes and values

Teaching and learning

Other aspects of the school

How well the school is led and managed

Parents' and carers' views of the school

### **PART B: COMMENTARY**

**WHAT THE SCHOOL DOES WELL**

**5**

**WHAT COULD BE IMPROVED**

**14**

**WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**16**

**OTHER: SIXTH FORM**

**16**

### **PART C: SCHOOL DATA AND INDICATORS**

**17**

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Emmanuel College is a City Technology College with a Christian foundation. However, no religious test is applied to students or staff. With over 1200 students, it is bigger than other secondary schools. It serves a diverse community in Gateshead, with 66 per cent of students coming from less advantaged areas. The proportion of students known to be eligible for free school meals is about average. Students are selected early in Year 6 by their scores in non-verbal reasoning tests so that the school's intake has a normal distribution of ability. By the time they enter the school, however, they have attained above average scores in national tests at the end of Key Stage 2. The proportion of students with special educational needs is below average, and that of students with statements of special educational needs is well below average. The attendance rate is very high. The school was only four and a half years old when it was last inspected. Since then, it has continued to grow by adding a sixth form.

### **HOW GOOD THE SCHOOL IS**

The college achieves very high standards of attendance, behaviour and results in external examinations, particularly in GCSE. Students make very good progress. Teaching is good. Leadership and management are outstandingly effective in promoting these high standards and in creating the college's unique ethos. The college has made very good improvement since the last inspection. In its context as a comprehensive school with a majority of students from the inner-city, it is a very effective school. Although as a directly funded City Technology College it receives a larger income than most other schools, it gives good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The strong Christian ethos which values the uniqueness of individuals and develops potential to the full.
- Very high standards of work, attendance and behaviour.
- Outstanding leadership and management.
- Good teaching.
- Excellent provision for spiritual and moral development.
- Strong support for students' well-being, security and development.
- A well-designed curriculum which embodies Christian values and reflects the College's mission as a City Technology College.
- Rigorous use of assessment systems to ensure that students make progress.

### **WHAT COULD BE IMPROVED**

- Some aspects of the management of provision for students with special educational needs.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Most key issues from the last inspection in November 1994 have been fully addressed. There are still some lessons where the style of teaching restricts students' participation, but these are in the minority. Provision for more able students has improved and continues to be a priority in planning. The college has maintained very good standards in Key Stage 3, and has improved GCSE results to the point where they are the second highest for comprehensive schools in England in 2000. Sixth form attainment has been maintained at the national average, which represents good achievement for a comprehensive school. The improvement since the last inspection is very good.

## STANDARDS

The table below shows the standards achieved by 16 and 18 year olds based on average point scores in GCSE and A-Level/AS-Level examinations.

Performance in:	compared with				<b>Key</b> <i>very high</i> A* <i>well above average</i> A <i>above average</i> <i>B</i> <i>average</i> C <i>below average</i> D <i>well below average</i> E
	all schools			similar schools	
	1998	1999	2000	2000	
GCSE examinations	A*	A*	A*	A*	
A-Levels/AS-Levels	A	A	C		

Results at the end of Key Stage 3 are well above the national average, and very high compared with those of similar schools, and students' average points score is improving at the same rate as is happening nationally. GCSE results are the second highest for comprehensive schools nationally. The average points scored by students is very high compared with the average in similar schools. It is also well above the average points score of students in England who gained similar results in 1998 Key Stage 3 tests to those in this college. These results exceed the college's targets for GCSE. Over the past five years, GCSE results have improved faster than results have improved nationally. A-Level results are average, and Advanced GNVQ results are well above average. The college does not offer A-Level general studies. Work is well-presented and shows very good knowledge and understanding. Students achieve very well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Students are eager to make the most of college, and sustain interest and concentration for a working day longer than many others.
Behaviour, in and out of classrooms	Behaviour is exemplary at all times.
Personal development and relationships	Students cope confidently with the pressures of college life, and relationships are excellent.

Attendance	Attendance is very high: there is virtually no unauthorised absence.
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Students are delighted to be selected for the college and are highly motivated. Attendance is very high. Students work hard and enjoy most lessons. Their behaviour is exemplary in lessons and at all other times. Courtesy and harmonious relationships make for a calm and orderly working community. Students grow within the structured environment to be mature and responsible.

## TEACHING AND LEARNING

Teaching of pupils:	aged 11-14 years	aged 14-16 years	aged over 16 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

No teaching is less than satisfactory. Twenty six per cent of teaching is satisfactory, 46 per cent good, 23 per cent very good, and 5 per cent excellent. Teaching in English, mathematics and science is good, and there is little variation between all subjects in the quality of teaching. Literacy and numeracy are well taught. The school meets the needs of all students well, including gifted students and those with learning difficulties. Lessons are very well planned, and teachers have very good knowledge of their subjects and use this to make learning easier for students. High expectations of achievement are a key factor in the results achieved. Skilful questioning helps students to increase their knowledge, develop understanding and think for themselves. Students are diligent and keen to learn, and can sustain concentration. Some teaching methods, however, rely too heavily on students simply recording what the teacher provides, and give few opportunities for students to think for themselves.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well designed to reflect the college's Christian ethos and mission as a City Technology College, and is effectively enhanced by the use of business contacts and enrichment activities.
Provision for pupils with special educational needs	The college makes very good provision for students with learning difficulties and for gifted students.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual and moral development is excellent; provision for social development is very good, and for cultural development it is good.
How well the school cares for its pupils	The quality of care is excellent in every aspect.

The curriculum meets all statutory requirements and is planned to be relevant to the college's foundation, with emphasis on religious education, business studies, information and communications



technology, mathematics, science and technology. A very good range of extra-curricular activities and special events is offered to students. Rigorous use of robust systems ensures that students' welfare and academic progress are monitored in detail, and that support is provided wherever necessary.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The Principal provides outstanding leadership. Senior staff share a clear vision for the work of the college and are very successful in developing a supportive Christian environment and a unity of purpose.
How well the governors fulfil their responsibilities	The directors undertake their responsibilities conscientiously and effectively.
The school's evaluation of its performance	A range of strategies is used to monitor and evaluate the college's work. Directors and senior staff know accurately how well the college is performing.
The strategic use of resources	Resources are very well used.

Emmanuel College achieves its very high standards through a shared vision and commitment to rigorous expectations on the part of all members of the school community, driven by a clear sense of Christian vocation, and through consistent application of well designed systems. The college's aims are very clear and all efforts are directed towards the achievement of these aims, with outstanding success. The leadership of the Principal and the wise support of the directors are key factors in this. The college employs a very businesslike approach to securing best value.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• the Christian beliefs and values.</li> <li>• the way the college is led and managed.</li> <li>• teaching is good and children make good progress.</li> <li>• behaviour is good.</li> <li>• the college's high expectations.</li> <li>• children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• there is too much homework.</li> <li>• there could be a more interesting range of activities outside lessons.</li> <li>• some parents feel that discipline is inflexible and insensitive.</li> </ul>

Inspectors' findings agree with all the positive opinions expressed by the parents. The range of activities outside lessons is very good, although many are integrated into the school day rather than provided after school. The college's expectations are extremely high and its procedures are rigorous in enforcing rules. Students are given a lot of homework. However, the very high standards which are achieved are the result of the demands which the college places on students to behave well and to work very hard.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Strong Christian ethos which values the uniqueness of individuals and develops potential to the full.**

1. Emmanuel College was established as a City Technology College to provide education with a Christian ethos. This ethos is strong, distinct and explicit, and permeates every aspect of college life. The college values every individual in the school community, and makes every effort to develop his or her potential to the full, through demanding expectations of conduct and work, supported by thorough and systematic procedures. Students and staff are made aware of the high standards expected of them, and every member of the community works hard to realise the vision articulated in the college's aims and core values. This demanding ethos is a key factor in the high standards which the college achieves in attendance, behaviour and examination results.

#### **Very high standards of work, attendance and behaviour**

2. The college achieves very high standards of work, behaviour and attendance. Students are selected early in Year 6 by their scores in non-verbal reasoning tests in order that the school's intake has a normal distribution of ability. By the time students enter the school, they have attained above average scores in national tests at the end of Key Stage 2. In 2000, results in national tests at the end of Key Stage 3 in English, mathematics and science are well above the national average, and very high in comparison with the average scores in schools with similar social circumstances. Over the past four years, the improving trend in the average points scored in Key Stage 3 tests is similar to the national trend. In teacher assessments in other subjects, results are also well above the national average, except in French, where results are close to the national average.

3. The work seen during the inspection bears these standards out. For example, students in a lesson about respiration in Year 9 showed well above average knowledge of the chemical processes involved. They had a very good understanding of the use of chemical symbols in describing the breakdown of glucose in the respiration process, and an excellent command of scientific vocabulary. An imaginative 'Time Machine' task, presented to Year 8 students, elicited writing of a high standard about scientists such as Galileo and Lavoisier. The scientific content was accurate and the interesting accounts showed excellent use of imagination.

4. Students continue to make very good progress in Key Stage 4, and the college's results in GCSE examinations in 2000 are the second highest for comprehensive schools in England. When compared to the results achieved in schools in similar circumstances, these results are also very high. The average points scored by students is well above the average points of students in England who gained results in Key Stage 3 tests in 1998 similar to those in this college. Once more, the work observed during the inspection bears these standards out. For example, a group of Year 11 students had to solve a mathematics problem on maximising the profit derived from the production of a range of articles. They found a solution by using graphical and algebraic methods. The students' technical skills were of a very high standard, and they were confident in selecting the

appropriate techniques to use. Over the past five years, the college's results have improved at a faster rate than results have improved nationally. In recent years, boys' results have been above the national average for boys by a greater margin than those of girls have been above the girls' national average. In the year 2000, boys achieved as highly as girls did.

5. Results in A-Level examinations increased steadily from 1997 to 1999, and, in 1998 and 1999, results were above average. In 2000, results were lower than in the previous two years. Nevertheless, the results in 2000 are similar to the average achieved nationally, and students make good progress. The college does not offer A-Level general studies and believes that this depresses students' points score when compared to other schools. The college also believes that some students who pursued A-Level studies in this group might have been better suited to vocational courses of equal merit. The results in Advanced vocational qualifications in 2000 are well above the national average.

6. Students show extremely positive attitudes towards work. They are delighted to have been selected to attend the college, and are eager to make the most of what it offers. Rates of attendance are very high: there is virtually no unauthorised absence. Students are highly motivated and so they listen attentively and sustain interest and concentration throughout a day which is longer than in most schools. Their enjoyment of learning is very evident when lessons are lively.

7. The college's rigorous expectations of conduct are reflected in students' exemplary behaviour in classrooms and in all parts of school life. Insistence on strict adherence to these rules promotes a very purposeful climate for learning, and ensures that the accommodation is respected and maintained at its high quality. Students are courteous, and the college is a calm and orderly community where relationships are good and all work in harmony.

8. The ethos of the college fosters the personal development of every student, and its systems and structures provide a framework within which students grow. Students cope confidently with the pressures of the college's demands and expectations, and benefit from the various opportunities which the college gives, growing to be mature and responsible young people.

### **Outstanding leadership and management**

9. Emmanuel College achieves these very high standards through a shared vision and commitment to rigorous expectations on the part of all members of the school community, and through consistent application of well-designed systems. The leadership and management of the principal, directors and senior staff are outstandingly effective in promoting this through the distinctive Christian ethos of the college.

10. The college has very clear aims, which embody its Christian foundation and its mission as a City Technology College, to provide an education with a technological emphasis. These aims are evident in documentation, in development priorities and in the daily life of the college. The concern for individuals is integral to all aspects of its work, and the successful achievement of the college's aims can be judged by the very good progress which its students make in all areas of their development.

11. This vision for the work of the college, which is shared and promoted by the directors, principal, senior managers and all staff, gives very clear and strong direction to the college's work and community life. Directors and senior staff have been very successful in developing a supportive Christian environment for learning, and a unity of purpose amongst staff and students.

12. The principal provides outstanding leadership. His purpose and principles for the school are clearly and strongly articulated. He sets outstandingly high expectations of all members of the college community. His leadership is consultative, but firm and decisive. It maintains high staff morale and commitment, and enables them to make a positive contribution to college development. All members of the college community are valued and respected.

13. The directors undertake their responsibilities conscientiously and effectively. Their expertise in a wide range of areas is of great benefit to the college in a variety of ways. They are kept fully informed through the principal's detailed termly report and an appropriate programme of meetings. From time to time they also set up small working groups to research new ideas or consider proposed innovations. Directors monitor the college's work effectively through a variety of means, such as presentations from staff with departmental and other responsibilities, and from the head boy and girl, who offer the students' perspective. Some directors with educational expertise make focused visits to observe aspects of work in college.

14. There is a very effective management structure, and line management and other responsibilities are undertaken thoroughly and conscientiously. Detailed and comprehensive policy statements specify all major aspects of the college's work, and are exemplified in practice. The pastoral system is very effective, and pastoral and academic roles of tutors are linked well. Staff know their students well. There are excellent arrangements for monitoring students' academic and personal development.

15. Arrangements for monitoring and evaluating the curriculum have been extended in recent years, and senior staff and heads of department use a range of strategies to monitor the quality of teaching and learning. Arrangements for appraisal are outstanding: they are detailed and involve considerable reflection and self-evaluation, as well as extensive lesson observation. They reflect the commitment of staff to deliver a high quality of education. This programme of careful monitoring and evaluation has improved the quality of teaching and learning, which is now significantly better than at the time of the last inspection.

16. The arrangements for the induction of new staff are thorough, involving three days training before teachers take up their post. This ensures that they are fully familiar with structures and systems in the college. Opportunities for professional development led by college staff within college are very good, and take into account individual and whole school needs. The college has called on other expertise occasionally, and should consider extending this further.

17. Planning for school development is excellent, and reflects the aims of the college. There is a good framework for development planning, which is linked to the budget cycle. The plan is clear and realistic, and results from widespread consultation. Departmental targets are linked to whole school priorities. There is an effective system for monitoring progress towards the achievement of targets, which culminates in an annual review and update of the plan. College development is

supported through careful financial planning. The outcomes of spending are monitored rigorously. The college employs a very businesslike approach to securing best value. Spending decisions have been effective in improving the quality of both the environment and of the curriculum, and have had a positive effect on students' attainment and progress. The budget is managed very efficiently and effectively, and is overseen by a nominated director.

18. The college's daily routines are well established and very well managed. Good communication systems, including extensive use of electronic mail, ensure that all staff are kept informed, and they are a key element in the successful coordination of teachers' work.

19. The excellent staff handbook is detailed and comprehensive. It provides the information for staff to carry out their responsibilities effectively, and clearly sets out the college's objectives and approach.

20. The college has made very good improvement since the last inspection. Most of the key issues identified by that inspection have been fully addressed. There are still some lessons where the style of teaching restricts students' participation, but these are in the minority. Provision for more able students has been improved and is still a priority in current development planning. The college has maintained very good standards in Key Stage 3, and has improved GCSE results to an outstandingly high level. Sixth form attainment has been maintained at a level in line with the national average, which represents good achievement for a comprehensive school. In fact, results in 1998 and 1999 were above average, but 2000 results are lower, although still in line with average national results.

21. In its context as a comprehensive school with a majority of students from the inner city, it is a very effective school. Although as a directly funded City Technology College it receives a larger income than most other schools, the school gives good value for money.

22. There are, however, shortcomings in the way some aspects of the arrangements for students with special educational needs are organised and managed. The college is well aware of this, and for some time has had measures in place to oversee the work of the department. This has brought about some improvement, but there is still some unsatisfactory practice.

### **Good teaching**

23. The quality of teaching is good. No teaching is less than satisfactory. Twenty-six per cent of teaching is satisfactory, 46 per cent good, 23 per cent very good and 5 per cent excellent. This is a significant improvement on what was found when the college was last inspected, when over 10 per cent of teaching was unsatisfactory, and the proportion of teaching which had good features was only just over 50 per cent. The extensive programme of reviewing the quality of teaching and sharing good practice has been effective in making improvements.

24. Some of the best teaching is characterised by teachers' infectious enthusiasm for their subject, which inspires the joy of learning in their students. This teaching develops students' thinking, so that they think creatively, exploring possibilities, speculating, weighing evidence and forming conclusions.

25. Nearly all lessons are planned very carefully. They often begin with a review of previous work, to check that students are ready to move forward, and usually end with a summary session to draw the threads together and ensure that everyone has understood. Activities are planned to help all students to learn, with effective means of supporting students who need to learn at a slower pace as well as pushing faster learners on at the right pace for them. Students with special educational needs make very good progress.

26. Gifted students are enabled to pursue study at high levels. In some subjects, such as mathematics, many lessons, especially those with younger students, provide a very clear framework for learning. Students understand how they need to work in order to make progress. Sometimes lessons are subtly planned to promote gradual progress, such as an art lesson on landscapes where the demands on students were gradually increased with each successive task. Homework is a carefully planned and integral part of students' learning. The College also plans carefully to equip students with some important learning skills. For example, there is a course of formal lectures which begins in Year 7, in which students learn not only the subject matter of each lecture, but are also taught effective methods to take notes in an organised fashion.

27. Teachers have very good subject knowledge. For example, in an English lesson on Chaucer with a Year 7 class, the teacher made good links between the Middle English of the text and Norman French and Anglo Saxon. Pupils relished reading in Middle English and enjoyed learning how some words used by Chaucer remain the same in modern English while others have changed to varying degrees. In an A-Level lesson, the teacher showed authoritative knowledge of chemistry and a secure understanding of where students experience difficulty with the subject. This was evident from the way in which students' contributions were used to push them on to further understanding.

28. Similarly, in economics, the teacher's knowledge enabled him to present difficult concepts in a way which students found accessible. As a result of the high quality of dialogue in this lesson, students were able to make connections between the different aspects of the topic. In an English lesson on Othello, the teacher's familiarity with the work of several critics was used to insist that students consider different views in making judgements of their own about the text.

29. A particular feature of the teaching is the skilful use of questions. Questions test students' knowledge, often during a review session at the start of lessons. In many lessons, questions explore students' reasoning powers. Well-designed questions in a science lesson on respiration teased out understanding and allowed students to synthesise their ideas. This resulted in students consolidating their knowledge and making good gains in understanding. The questions in two geography lessons were sharply focused, and were developed and adjusted to build on students' responses and push their thinking even further. There was a clear determination to make students think and reach conclusions for themselves, rather than have answers supplied by the teacher.

30. These examples illustrate the high expectations which are another significant factor in how well students learn, and in the results which they achieve. This is particularly noticeable in sixth form lessons, where students are expected to have very secure knowledge of the subject and to be able to use it. All teachers have very high expectations of students' attitudes and behaviour, and expect students to work very hard and reach high levels. One example was in an algebra lesson with Year

9 students, where the teachers' expert use of questions promoted a debate at a level which expected students to work quickly. They were to use mental arithmetic whenever possible, employ mathematical terminology correctly, and justify their methods and answers.

31. The demands made on students in a music lesson expected that everyone would contribute to composing, performing and evaluating the work, and students responded by taking part with enthusiasm. However, in two lessons in modern foreign languages, teachers used too much English. This underestimated the students' ability to cope with the foreign language.

32. The college's assessment systems provide detailed information which teachers use well in planning lessons. A feature of many lessons is the way in which teachers use questioning to assess students' knowledge and understanding at different stages in the lessons, so that they know if it is safe to press ahead or if students need additional input. Marking is also used well by some teachers to acknowledge effort and achievement and to indicate, sometimes in precise and helpful detail, how students can improve the quality of their work.

33. Students learn well as a result of these teaching techniques, and also thanks to their own excellent behaviour, keenness to learn and diligence. They are able to sustain concentration throughout a school day which is longer than in most schools. They listen and involve themselves by making careful notes, or by asking or answering questions. Relationships are very good, and this often contributes to the success of lessons.

34. Some of the teaching judged to be satisfactory is effective in conveying information and in preparing students for the requirements of tests and examinations, but is rather dull. In some instances this is because teachers spend too long on providing content through presentation or through having students copy notes from the board. In others, students are given only limited opportunities to think for themselves and to be involved in discussion. Students' excellent behaviour and diligence ensures that they learn in any circumstances, but in these lessons their response is dutiful rather than enthusiastic.

### **Excellent provision for spiritual and moral development**

35. The provision for the spiritual and moral development of pupils is outstanding and is closely interwoven with the life of the college.

36. The college's clear and consistent Christian values are evident in all aspects of its life and organisation. Central to the college's vision is the conviction that the individual person is created in the image of God and therefore has a unique potential. The college caters for the uniqueness of every student through its curriculum provision, for example the grouping in sets and the ways it meets the whole range of students' needs.

37. The structures and systems for ensuring students' well-being and for tracking and promoting progress also play an important role. Students are constantly made aware of the college's vision for them.

38. The college is committed to a Christian religious education, with a daily Christian assembly and the teaching of Biblical values and morality. Assemblies and tutor prayers are well planned, serious, and thoughtful occasions. The themes in the assemblies are linked with those in the tutor prayers to present a consistent spiritual and moral message. Most tutor prayers are closely focused Bible study sessions, but a few sessions during the inspection were conducted less effectively.

39. Religious education is highly significant in the life of the college and plays an important part in students' spiritual and moral development. It seeks to celebrate and explore the value of each person, and follows the college's Bible-based approach to Christianity. Students are presented with a clear Christian message through religious education lessons, the Year 7 lecture course on Truth and personal morality, and the sixth form course on philosophy, theology and ethics. They are encouraged to think about religion and to search for a personal meaning in life. Students of all faiths, and of none, are equally encouraged to examine their beliefs and articulate them in an atmosphere of mutual respect. Students are shown that the Bible contains guidance for living a happy and moral life.

40. The college also seeks to provide for students' spiritual development in the teaching of every subject. Its document on approaches to teaching articulates the College's Christian vision of the human person, and explores ways in which academic disciplines can reflect this vision. This is evidence of the depth and consistency of the college's approach to spiritual and moral development.

41. This Christian ethos also promotes explicit moral values. The worship, Bible study and religious education all help students to develop a moral code. The insistence on high standards of work and behaviour, and the system of rewards and sanctions, also underpins and supports moral development. Staff are very good role models. Their hard work and commitment are examples of care for and service to others. Students are involved in fund raising activities and choose the charities to be supported.

### **Strong support for students' well-being, security and development**

42. The quality of care provided for students is excellent in all its aspects. In keeping with the ethos of the college, students feel very secure and can develop in the carefully nurtured Christian environment with little fear of harassment or bullying. Inappropriate behaviour of students towards each other is rarely seen, but is efficiently dealt with as soon as it arises. Teachers, particularly form tutors, know their students well and understand clearly the duty of care they have towards them.

43. The college has very high expectations of its students with regard to, for example, dress code and behaviour, and there are robust systems to monitor these carefully and consistently. The college's emphasis on the well-being of the individual has led it to devolve a good deal of authority to form tutors to deal with issues as far as they are able, as they know their tutor group better than anyone else does. All members of the small but very strong pastoral team, led by a senior manager, have specific as well as general responsibilities for care. They exercise them with rigour born of concern for the welfare of each student. For example, students experiencing a problem are well supported by a system which allows them to set their own targets in dealing with it. This is the case whether the problem has arisen inside or out of college. Progress towards these targets is reviewed



weekly with a member of the pastoral team. Students whose work or behaviour is unacceptable are also given report sheets with individual goals for improvement, and their progress is monitored daily by teachers in lessons and by a member of the pastoral team. The college also celebrates students' success very effectively with a system of rewards appropriate to achievement and age.

44. The thoroughness with which the personal development of students is monitored is exemplified by the attachment of a senior member of staff to a number of tutor groups to check on the progress of students in the group. In this way, every member of the college community is secure in the knowledge that his or her progress is being tracked at a very senior level, as well as by form tutors and subject teachers.

45. The college monitors attendance very efficiently. Electronic registers are kept, and unexplained absences are quickly followed up with a telephone enquiry. Monthly lists are generated to identify trends in absence, and sanctions for regular offenders are consistently applied. The arrangements for child protection are very secure. Staff and students are very clear about how to deal with sensitive personal issues, and steps are taken to ensure that staff new to the school are fully aware of college procedures.

### **A well designed curriculum embodies Christian values and reflects the College's mission as a City Technology College**

46. The curriculum is well designed. It reflects the college's Christian ethos and focuses successfully on achieving the college's mission as a City Technology College.

47. All students study religious education in both Key Stages 3 and 4, and those in the sixth form follow a course in philosophy, theology and ethics. Every subject department is required to adopt a philosophical approach towards teaching which reflects, fosters and promotes thinking in line with the Biblical context of the college's ethos. The emphasis on information and communications technology (ICT), technology, business studies, science and mathematics fulfils the core purpose for which the college was founded. The curriculum is broad and balanced, and clearly relevant to the college's foundation.

48. Students in Key Stage 3 who show an aptitude can study a second language in Years 8 and 9. There is also some degree of choice in Years 10 and 11. For example, students are able to choose two modern languages or an additional technology course, or they can take GCSE examinations in art, music or physical education. All students take GCSE religious education and follow courses in business studies, technology and ICT. Nearly all these courses are accredited through GCSE examinations, but options also include two GNVQ courses at Intermediate level. Many students enter, and succeed in, a larger number of GCSE examinations than is the case in most comprehensive schools.

49. The sixth form curriculum offers good progression beyond GCSE for nearly all students. There is a reasonable range of A-Level subjects to choose from, and students can also follow Advanced vocational courses.

50. The curriculum meets statutory requirements, and is enriched by regular and planned extra-curricular and special events. For example, industry days provide opportunities for students, from Year 7 upwards, to take part in activities that help them find out about different careers and to develop skills such as problem solving and working in teams. Other activities include the Duke of Edinburgh award scheme, Young Enterprise, environmental days, UK mathematics challenge, Technochallenge, Crest awards, arts festivals, sport, and music, including theatrical productions. A publication team produces regular newsletters, including sections in French and German. There is a programme of weekly lectures for Year 7 students on Truth and personal morality. During the week of the inspection the topic was the third in a series on 'The commandments at work'. One of the objectives of this lecture series is to train students in taking notes.

51. There is very good curriculum provision for students with special educational needs, and the college has improved what it offers its most able students since the last inspection. Classes are organised into sets according to attainment, which serves the needs of all students. Very gifted students have the chance to enter GCSE examinations early in English and mathematics, and they then follow carefully planned courses at higher levels in the following year.

52. The college's links with the business world are used to good effect. For example, the case studies used in business studies tasks are derived from real situations in local businesses. All students in Years 11,12 and 13 organise work experience placements for themselves.

53. The careful and detailed planning of the whole college curriculum, and the associated assessment procedures, ensure that students are well prepared for external examinations, and are key factors in their success.

### **Rigorous use of assessment systems ensure that students make progress**

54. Procedures for assessing the attainment and progress of students are excellent. The wealth of data systematically collected by departments through regular testing is subject to a carefully developed process. This produces grades for each student in every subject.

55. Together with grades given by teachers for effort, this information is a powerful tool with which the school assesses the progress students make throughout their life in the college. Senior managers carry out a detailed analysis of attainment across each whole year group to identify pupils working above and below expectations, and they then take appropriate action such as, for example, moving students between sets.

56. Targets based on sound data are set in every subject for each student, from Year 7 onwards. They are consistently used, and are highly effective in maintaining challenging but achievable goals for every individual. Through a review of students' targets at least once a year, there is an inexorable drive to encourage each student to make positive progress and identifiable achievement. Every subject department carefully analyses its results in external tests and examinations. This leads to an annual review of departmental performance. For example, actual grades of individuals or groups are compared with predictions, and reasons suggested for discrepancies and for success. Performance

in different components of GCSE papers is regularly examined to see if students achieve more or less well in different areas of a

subject. Results are analysed, where possible, to compare the performance of different teaching groups. A similarly rigorous review is made of the results of internal tests and examinations. Information obtained from all these processes is used effectively by heads of departments to evaluate their teaching programmes and to modify them where necessary.

57. An impressive strength of the school is the use of information and communications technology in monitoring the personal and academic development of students. Alongside existing systems for storage and analysis of data, a relatively new relational information base is being developed with even wider powers for search and analysis. For example, data from the electronic registers is included, giving up-to-date information on each student's attendance record. Staff have access to this database and make widespread use of internal e-mail to exchange information. These are two of the important ways in which the college ensures that all students' achievements are noted and rewarded, and that individual needs for development are identified and acted upon.

58. These rigorous and systematic procedures are a powerful tool in fulfilling the college's aim of valuing every individual and developing his or her potential to the full.

## **WHAT COULD BE IMPROVED**

### **Some aspects of the management of provision for students with special educational needs**

59. It is fundamental to the college's aims and ethos to provide for the individual needs of its students. Most of the provision for students with special educational needs is very good and enables them to make very good progress. However, there are shortcomings in some aspects of the way in which arrangements for students with special educational needs are managed. Senior staff are well aware of these shortcomings. They have put structures in place to support the task of managing this area, but some aspects of this task are still not being carried out successfully.

60. The college's mission of valuing all students, and striving to enable them to achieve their potential, is expressed in its intentions for students with special educational needs. The college has created an environment in which students with special educational needs can blossom into mature young people through developing self-esteem and confidence and experiencing success. The responsibilities of departments are clearly defined and are undertaken conscientiously within the classroom. Staff know students very well, and they strive to respond to their individual needs. Senior staff view provision for these students as integral to the curriculum and to the college's support structures, and their determination to secure an improvement in its management is to be commended.

61. Students with special educational needs are fully integrated into all aspects of college life and have full access to a broad, balanced and relevant curriculum, the content of which is structured to take account of their individual needs and stage of development. Students with exceptional gifts and talents are also identified. In keeping with its aims and values, the college strives to provide for their

needs too. Useful tools in this are the system of grouping students in classes by their attainment and rate of progress, and the college's assessment and target-setting procedures. Some students take GCSE examinations early in a few subjects, and then use the time freed to study the subjects at a more advanced level. The college is planning to extend what it provides for these students, particularly in Key Stage 4.

62. Many students with special educational needs enter the school with relatively low attainment. Their progress is set out in detailed annual reports, and is even more evident in the results they achieve in tests at the end of Key Stage 3, and in GCSE examinations. These results show that the progress made by some students is outstanding, and overall these students make very good progress, particularly in English, mathematics and science.

63. Whilst the provision across the school enables students to do so well, some aspects of the organisation of arrangements for those with special educational needs are unsatisfactory. The structured programme of withdrawing students from some lessons is not effective. The special educational needs department does not adequately analyse the information made available through the college's computerised assessment data. The result is that its planning is not fully informed by the valuable data available. The framework for students' individual education plans (IEP) is good, but the progress which students make is not reviewed often enough. The targets set in these plans for students are too broad. Small steps of progress which students make towards achieving the targets are not reflected in subsequent plans. The arrangements for formal reviews are unsatisfactory, and need to be revised to provide more opportunities for informing and involving parents and staff.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. In order to improve the management of provision for students with special educational needs to the same high standard as that of the remainder of the college's work, directors should:

- review the quality of students' experience when they are withdrawn from lessons
- improve the planning for students' individual needs through the IEP process
- improve the arrangements for formal reviews
- sharpen the management procedures within the department

## **OTHER SPECIFIED FEATURES**

### **The sixth form**

65. The sixth form at Emmanuel College is relatively young: the first students entered the sixth form in September 1995. Since then, the college has established routines and traditions to ensure that the original ethos and objectives of the college are continued into sixth form study. The numbers which can be recruited are limited by statute, and so the range of subjects which the college can offer is therefore also restricted. Nevertheless, the sixth form curriculum provides good progression from Key Stage 4 for nearly all students. There is a reasonable range of A-Level courses, and there are Advanced vocational courses in business, engineering and science. All students follow a course in philosophy, theology and ethics, which is designed as a forum where students can consider and debate fundamental issues of personal morality and spirituality. Students arrange work placements for themselves in both years, and a small number of students undertake community service. The college has taken a cautious approach to recent changes in the Post-16 curriculum, for example by piloting key skills courses with particular groups of students. The current development plan includes the aim of reviewing Post-16 provision. Students are well supported by the academic mentoring programme, and also feel confident in the way in which they are helped to make decisions about their future.

66. The results which students achieved in A-Level examinations increased steadily, from the first group to take examinations in 1997 to that which took them in 1999. In 1998 and 1999, results were above the national average. In 2000, results are lower than in the previous two years, but they are similar to the average achieved nationally, and students make good progress. The results in Advanced vocational qualifications have also risen since the first group entered for this award, and results in 2000 are well above the national average.

67. The college provides many opportunities for sixth form students to demonstrate initiative and exercise responsibility. For example, they act as prefects and house officials. The head boy and girl are influential members of the school community, fulfilling many duties. Prefects are allocated to a younger tutor group, and get to know its students, which provides another channel for any who may have problems to discuss. Sixth form students are confident, and aware of the opportunities which the college has given them. The college yearbook contains articles by current and past students which testify to the difference that they believe this college has made to their lives.

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	27

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	23	46	26	0	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Y7- Y11	Sixth form
Number of pupils on the school's roll	967	247
Number of full-time pupils known to be eligible for free school meals	119	31

#### **Special educational needs**

	Y7 – Y11	Sixth form
Number of pupils with statements of special educational needs	3	0
Number of pupils on the school's special educational needs register	101	1

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	6

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	23

### *Attendance*

#### **Authorised absence**

	%
School data	4.7

#### **Unauthorised absence**

	%
School data	0.1

National comparative data	5.9
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National comparative data	0.4
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 3*

Number of registered pupils in final year of Key Stage 3 for the latest reporting year	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	90	104	194

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	83	85	86
	Girls	98	92	92
	Total	181	177	178
Percentage of pupils at NC Level 5 or above	School	93 (97)	91 (92)	92 (91)
	National	63 (63)	65 (62)	59 (55)
Percentage of pupils at NC Level 6 or above	School	68 (66)	76 (78)	62 (62)
	National	28 (28)	42 (38)	30 (23)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 5 and above	Boys	89	84	83
	Girls	102	94	96
	Total	191	178	179
Percentage of pupils at NC Level 5 or above	School	98 (99)	92 (84)	92 (95)
	National	64 (64)	66 (64)	62 (60)
Percentage of pupils at NC Level 6 or above	School	72 (77)	76 (71)	71 (72)
	National	31 (31)	39 (37)	29 (28)

*Percentages in brackets refer to the year before the latest reporting year.*



### Attainment at the end of Key Stage 4

Number of 15 year olds on roll in January of the latest reporting year;	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	98	88	186

GCSE results		5 or more grades A* to C	5 or more grades A*-G	1 or more grades A*-G
Numbers of pupils achieving the standard specified	Boys	96	98	98
	Girls	86	88	88
	Total	182	186	186
Percentage of pupils achieving the standard specified	School	98 (90)	100 (99)	100 (99)
	National	47.4 (46.6)	90.6 (90.9)	95.6 (95.8)

Percentages in brackets refer to the year before the latest reporting year.

GCSE results		GCSE point score
Average point score per pupil	School	72.8 (70.2)
	National	38.4 (38)

Figures in brackets refer to the year before the latest reporting year.

### Attainment at the end of the sixth form

Number of students aged 16, 17 and 18 on roll in January of the latest reporting year who were entered for GCE A-Level or AS-Level examinations	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2000	46	45	91

Average A/AS points score per candidate	For candidates entered for 2 or more A-Levels or equivalent			For candidates entered for fewer than 2 A-Levels or equivalent		
	Male	Female	All	Male	Female	All
School	16.8	19.3	18.1 (19.6)	4.7	1.0	3.8 (5.1)
National	17.7	18.6	18.2 (17.9)	2.6	2.9	2.7(2.8)

Figures in brackets refer to the year before the latest reporting year.

Vocational qualifications	Number	% success rate
Number in their final year of studying for approved vocational qualifications or units and the percentage of those pupils who achieved all those they studied	School	20
	National	N/A



***Ethnic background of pupils***

	<b>No of pupils</b>
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	8
Pakistani	7
Bangladeshi	2
Chinese	4
White	1190
Any other minority ethnic group	0

***Teachers and classes***

**Qualified teachers and classes:  
Y7– Y13**

Total number of qualified teachers (FTE)	85.6
Number of pupils per qualified teacher	14.2

*FTE means full-time equivalent.*

**Education support staff: Y7– Y13**

Total number of education support staff	16
Total aggregate hours worked per week	594

**Deployment of teachers: Y7– Y13**

Percentage of time teachers spend in contact with classes	64
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**Average teaching group size:  
Y7– Y13**

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***Exclusions in the last school year***

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	38	1
Other minority ethnic groups	0	0

*This table gives the number of exclusions, which may be different from the number of pupils excluded.*

***Financial information***

Financial year	<b>1999-2000</b>
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	<b>£</b>
Total income	3887010.00
Total expenditure	3587397.00
Expenditure per pupil	3013.00
Balance brought forward from previous year	77547.00
Balance carried forward to next year	377160.00

Key Stage 3	26.4
Key Stage 4	23.7

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	1214
Number of questionnaires returned	505

**Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	46	47	6	1	0
My child is making good progress in school.	61	37	2	0	0
Behaviour in the school is good.	71	28	1	0	0
My child gets the right amount of work to do at home.	33	51	12	3	1
The teaching is good.	58	40	1	0	1
I am kept well informed about how my child is getting on.	57	36	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	59	33	7	1	0
The school expects my child to work hard and achieve his or her best.	89	11	0	0	0
The school works closely with parents.	50	42	6	1	1
The school is well led and managed.	73	23	3	0	1
The school is helping my child become mature and responsible.	66	31	2	0	1
The school provides an interesting range of activities outside lessons.	38	42	10	3	7