

Immanuel College

Inspection report

Unique Reference Number	132219
Local Authority	Bradford
Inspection number	360405
Inspection dates	10–11 November 2010
Reporting inspector	Paul Lowery HMI

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

Type of school	Secondary
School category	Voluntary aided
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	1192
Of which, number on roll in the sixth form	100
Appropriate authority	The governing body
Chair	David Crowther
Headteacher	Mrs Jane Tiller
Date of previous school inspection	8 July 2008
School address	Leeds Road Idle, Bradford West Yorkshire BD10 9AQ
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 32 lessons of between 20 and 30 minutes in length. They held meetings with the Chair of the Governing Body, staff, and groups of students. They observed the school's work, and scrutinised records and planning including safeguarding procedures, departmental reviews and students' work. The 77 responses from parental questionnaires were considered together with the questionnaires completed by staff and students.

- The strength of teaching and its ability to raise attainment in English and mathematics.
- How effective is the curriculum in developing students' independent learning, literacy and numeracy skills?
- The impact of sixth form provision on raising attainment for all groups of post- 16 learners.
- The coherence of the curriculum in providing students with appropriate progression routes.

Information about the school

Immanuel College is a larger-than-average-sized secondary school which takes students from the north of Bradford. It has science specialist status. The proportion known to be entitled to free school meals is above average. The percentage of students with special educational needs and/or disabilities is above average, although the proportion with a statement of special educational needs is below average. Most students come from a White British heritage. Sixth form courses are offered as part of a local collaborative.

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

2

Main findings

Immanuel College is a satisfactory and improving school. Senior staff and the governing body have been successful in strengthening the provision for care, guidance and support and increasing curriculum flexibility. The consistent application of behaviour management systems has led to improvements in behaviour. More students are attaining qualifications, in particular in vocational subjects. However, teaching is not yet consistently strong enough to ensure all students make sufficiently rapid progress. Consequently, attainment in the core subjects of English and mathematics, while improving, remains below the national average. Students are positive about the school; most enjoy their lessons and feel safe. Older students comment positively on the improvements made across the school over the last three years.

Students' attainment overall has improved and is now broadly average. Rapid improvements in attainment have been secured for older students on BTEC and vocational courses. Senior leaders recognise that progress is more variable at Key Stage 3 and they are now making this a priority for improvement. Overall, initial analysis of results from recent modular examinations indicates achievement will continue to improve in 2011. Students in the sixth form reach broadly average levels of attainment and also make satisfactory progress, although those on vocational courses achieve more highly.

Attendance has been low over the last three years. At Key Stage 3, attendance has recently improved and the proportion of persistent absentees has dropped. However, attendance at Key Stage 4, in particular by Year 11 students, remains below national average. Behaviour in lessons and around school is good. Students' acknowledge that the school's Christian ethos plays a significant part in encouraging them to contribute positively to the school community.

Teaching, while satisfactory overall, is improving; the school has been effective in eradicating inadequate teaching. Frequent changes in staffing, in particular in mathematics, have limited the effectiveness of some teaching, although this has now been resolved. Careful recruitment has resulted in the new appointment of high-quality staff. While there are inconsistencies in the quality of marking, more rigorous systems to track students' progress have been introduced and this information is now used more effectively to accelerate the achievement of those with additional or special educational needs and/or disabilities. Consequently, in 2010, these students made more secure progress. However, tracking and assessment information is not used effectively by all teachers to plan lessons and, as a result, the work in many lessons does not adequately match the needs of all learners. Older students welcome the development of a new range of curriculum pathways and vocational courses. However, in the traditional curriculum, students are too frequently passive learners with limited opportunities to develop skills of independent learning.

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Currently, opportunities to improve students' literacy and numeracy skills in all subject areas across the curriculum are not sufficiently well developed.

Pastoral support is a strength of the school. Considerable care is taken to meet the needs of individual students. One student reported, there is an 'amazing range of people to help you' in the school. Strong links have been established with external agencies, including the health services, to provide specialist support for vulnerable young people and their families.

Senior staff, supported by a strong governing body, have established a culture of success across the school. There is clear commitment to ensuring equality of opportunity and systems have been recently established to monitor participation and engagement in extra-curricular activities by different groups of students. Established systems are in place so that staff, members of the governing body and students all contribute to development planning. However, further work is required to ensure leaders at all levels can review progress against improvement plans, evaluate their work and make secure judgements on the quality of teaching and learning. Nevertheless, achievement, attendance, behaviour, and curricular provision have all been improved. This demonstrates that the school has good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment, in particular in English and mathematics at Key Stage 3 and 4 and across the sixth form, by:
 - increasing the focus on developing literacy and numeracy skills across the curriculum
 - strengthening students' independent learning skills
 - improving marking, ensuring students are given clear guidance on how to improve their work.
- Increase the proportion of good and better teaching through:
 - making more effective use of assessment information to inform lesson planning
 - ensuring that work in lessons is carefully matched to the needs of all learners
 - providing more opportunities for students, of all abilities, to work independently.
- Increase the skills of staff and leaders at all levels to:
 - accurately monitor the effectiveness of teaching and learning
 - systematically review and evaluate the impact their work.
- 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.

Outcomes for individuals and groups of pupils

3

Students respond enthusiastically when challenged by interesting work. Fastest progress is on vocational courses, where students clearly enjoy practical learning and where teaching is strongest. Progress in improving literacy and numeracy skills, particularly at Key Stage

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3, has been slower. In the lessons observed, students demonstrated good oral skills but too many, particularly those in middle or lower ability groups, lack confidence in extended writing. They are keen to use information and communication technology (ICT) as a tool for research and presentation. Students' numerical skills are weak; this is a legacy of variability in the quality and consistency of the teaching in mathematics. School assessment data indicate such weaknesses are now starting to be addressed and that mathematical attainment is beginning to rise. For those students with special educational needs and/or disabilities, and who receive additional support, progress is also improving faster.

Students generally demonstrate positive attitudes towards adults and their peers. Many show a strong spiritual understanding, which is strengthened by good religious education and a Christian ethos which permeates many aspects of the school. Behaviour is good and in some lessons outstanding. Students clearly respect their physical environment. The numbers of fixed term exclusions have declined as have the 'red card' withdrawals from class. Students demonstrate a good understanding of how to maintain a healthy lifestyle, with high levels of participation in regular sporting activities. Pastoral staff, together with the Chaplain and school nurse, are helping students secure a good appreciation of what constitutes risky behaviour. Students demonstrate a good understanding of personal finance and the importance of sound preparation for the world of work. Attendance rates, particularly by younger students, are now starting to rise.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Although an increasing proportion of teaching is good, especially in vocational subjects, the quality of teaching is satisfactory overall. In the best lessons, good use is made of subject knowledge and skills to engage students in learning. This is supported by strong relationships between adults and students, a crisp pace, challenge, and high expectations. Consequently, in these lessons students are well motivated and keen to learn. In less effective lessons there are insufficient opportunities for students to reflect, to work independently and to develop key literacy and numeracy skills. Too many teachers are unclear about how to use assessment information to plan lessons which meet the needs of different groups of learners. Consequently, some students become bored and passive learners and, here, their progress slows.

The school has made considerable progress in developing a rich curriculum. A 'learn to learn' programme in Year 7 is starting to extend younger students' thinking skills. A choice of 'pathways' at Key Stage 4 and in the sixth form is helping to better motivate older students because the curriculum is more relevant to their needs and interests. An imaginative range of courses including fish husbandry and performing arts, is allowing them to pursue personal interests, improve their skills and achieve considerable success in vocational qualifications. As a result, almost all students now progress successfully on to further study, training, or employment at age 16. The science specialism has a positive impact across the curriculum, enhancing opportunities both within school and beyond. It is exciting primary-age pupils with novel projects including the 'WOW science road show' and providing older students with practical BTEC science courses which have dramatically increased the proportions gaining higher level passes at the end of Key Stage 4.

Pastoral support is strong. Good local liaison arrangements support primary pupils in Years 5 and 6 to prepare for a smooth transfer onto secondary school. Close links with local external agencies, including health, mean expert support is available through the school's 'TICTAC' guidance centre. Students appreciate the assistance given by mentors and by form tutors. Inspectors observed several outstanding sessions provided by form tutors in support of young people's social and emotional development.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders are successfully driving forward change and securing improvements in the school. Development plans are carefully formulated but systems to review and evaluate their impact are applied inconsistently. There is a commitment to improve the quality of

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teaching through coaching and a carefully targeted training programme. Consequently, instances of inadequate teaching have largely been eradicated. However, staff lack sufficient skills to effectively monitor the quality of teaching, with insufficient emphasis placed on judging students' learning. As a result, too many lessons are no better than satisfactory. Day-to-day management systems are strong, ensuring a calm and purposeful working environment. Statutory policies are in place and reviewed regularly. The school is particularly successful in tackling discrimination and there is a strong culture of equality of opportunity among students. Gaps in attainment between different groups of learners have been narrowed. The governing body and staff have been effective in promoting community cohesion. The school has a clear appreciation of the local community and strategies have been put in place to ensure good cooperation between students and the local community. Good safeguarding policies and procedures are in place and all staff have a clear understanding of their responsibilities for child protection. The governing body have been particularly successful in restoring financial stability by returning to a balanced budget.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Sixth-form students make satisfactory progress in their studies. However, achievement varies with those on vocational courses making stronger progress. Results in 2010 showed that girls attain in line with national average but the attainment of boys was below. Students demonstrate considerable confidence and social awareness; relationships between peers and with staff are good. Teaching quality mirrors the satisfactory provision in the main school. Students affirmed that they receive good guidance and advice, and that they enjoy their studies. The curriculum and extra-curricular opportunities are limited by the small size of the sixth form. However, the school seeks to be flexible in adapting the curriculum to meet students' needs. For example, a photography module was added to

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the A-level art course in response to student demand. While a significant minority leave the sixth form after one year of study, in 2010 all leavers successfully moved on to further education, training or employment. Leadership is satisfactory. However, sixth-form development plans are insufficiently precise and lack detail on the systems for review and evaluation. Sixth-form courses are offered in collaboration with other local providers. However, these collaborative arrangements have little take-up and therefore limited impact on strengthening sixth form provision in the school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Although the number of questionnaires returned by parents and carers during the inspection was relatively small, most who responded are happy with their child's education. A few parents and carers expressed concerns about how the school keeps them informed about, and helps them to support, their children's learning. Inspectors found that communications between the school and the home was generally good, especially in respect of vulnerable students. The school also identifies it is working to improve the advice it can offer parents, including through the development of its website and the virtual learning environment. A few parents and carers were also concerned about the management of behaviour. Evidence during the inspection indicated that behaviour was good and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Immanuel College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 229 completed questionnaires by the end of the on-site inspection. In total, there are 1192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	32	142	62	8	3	3	1
The school keeps my child safe	58	25	166	72	5	2	0	0
My school informs me about my child's progress	48	21	142	62	27	12	6	3
My child is making enough progress at this school	65	28	140	61	14	6	1	0
The teaching is good at this school	65	28	140	61	10	4	1	0
The school helps me to support my child's learning	40	17	138	60	40	17	4	2
The school helps my child to have a healthy lifestyle	39	17	160	70	17	7	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	21	136	59	21	9	2	1
The school meets my child's particular needs	51	22	150	66	22	10	1	0
The school deals effectively with unacceptable behaviour	74	32	113	49	26	11	0	0
The school takes account of my suggestions and concerns	41	18	131	57	21	9	9	4
The school is led and managed effectively	55	24	153	67	9	4	4	2
Overall, I am happy with my child's experience at this school	75	33	132	58	12	5	3	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



12 November 2010

Dear Students

Inspection of Immanuel College, Bradford, BD10 9AQ

Thank you for welcoming us to your school and taking the time to talk to us, and show us your work, during our recent inspection. We judged your school to be providing you with a satisfactory and improving education.

You told us through your questionnaires and in discussions how you feel safe in school and particularly that you welcome the strong pastoral care and support you receive. Your relationships with staff are normally good. We noted how pleased you were with the increased flexibility offered in your curriculum choices at Key Stage 4. You are making satisfactory progress in school and levels of attainment are rising, in particular for those of you on practical vocational and BTEC courses. We found that your school is well led and that there is a real drive to help you all to attain well.

Your headteacher agrees with us that levels of attainment still need to rise. We have therefore suggested there needs to be a continued focus on:

- improving your performance in English and mathematics
- increasing the proportion of good and better teaching
- developing systems and skills in order to better monitor, review and evaluate progress.

All of you have an important role in working with staff to continue to develop your school, in particular through ensuring good attendance.

Best wishes to you for your future and good luck with your studies.

Yours sincerely

Paul Lowery

Her Majesty's Inspector

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