



Immanuel CofE Community College

Inspection Report

Unique Reference Number 132219
LEA Bradford
Inspection number 285518
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Ms Cathryn Kirby HMI

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

Type of school	Secondary	School address	Leeds Road
School category	Voluntary aided		Idle
Age range of pupils	11 to 18		Bradford, West Yorkshire BD10 9AQ
Gender of pupils	Mixed	Telephone number	01274 425900
Number on roll	1061	Fax number	01274 422467
Appropriate authority	The governing body	Chair of governors	Mrs D Chambers
Date of previous inspection	4 November 2002	Headteacher	Mrs J Tiller

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Introduction

When Immanuel Church of England Community College was inspected in January 2004 it was judged to require special measures because it was failing to give its students an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on five occasions to monitor its progress. The school was inspected in June 2006 by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

Immanuel Church of England Community College is a mixed, 11 to 18 voluntary aided school. The college is larger than average with 1,061 students on roll, including 96 in the sixth form. The college is located in a moderately affluent area of Bradford, although over half of its students are from adjacent areas with higher than average levels of social deprivation. The proportions of students eligible for free school meals and with a statement of special education need are average. However, a higher than average proportion of students have learning difficulties. The numbers of students from minority ethnic backgrounds and those who speak English as an additional language are low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Immanuel Church of England Community College is improving rapidly. It is now providing

a satisfactory education and satisfactory value for money. The inspirational leadership of

the headteacher has united staff and students in a common purpose to make Immanuel a college to be proud of. The senior leadership group has a strong commitment to continue the drive for excellence through rigorous quality assurance. The college is a far

calmer and more welcoming place than was the case at the last inspection. The culture shift has been driven by significant improvements in the students' behaviour and in the

quality of teaching and learning. The vast majority of lessons take place in an atmosphere of mutual respect which enables students to learn and teachers to teach, free from the interruption identified previously. Parents are overwhelmingly satisfied with

the new leadership and management arrangements and the quality of education their children receive. Achievement and standards have improved and are now satisfactory. This is as a result of better teaching and the effective monitoring of students' progress which identifies underachievement and ensures the targeting of appropriate support. However, the more able students are not always challenged as well as they could be and opportunities to develop the students' basic skills are infrequent. Recent improvements in policy and practice have ensured provision for vulnerable groups of students is satisfactory. Senior staff appreciate the need for rigorous monitoring to ensure that the impact of these new initiatives remains effective in the longer term. The

quality of provision in the sixth form is satisfactory and enrolment for September 2006 is

buoyant. Provision for the students' personal development is satisfactory overall, although despite considerable effort, attendance remains stubbornly below average. Inadequacies in the curriculum have been addressed and an extended range of options is better matched to the needs of all learners. The college's self-review is a notable

strength and has been very effective in influencing a robust development plan. The capacity of the college to ensure that this upward trend is maintained is very good.

Effectiveness and efficiency of the sixth form

Grade: 3

Standards in examinations vary between subjects, but overall achievement and the quality of sixth form provision are satisfactory. The monitoring of students' progress is used well to identify underachievement. The sixth form curriculum is satisfactory and is being expanded to include a greater range of subjects, both academic and vocational. Effective links with neighbouring institutions, combined with rising numbers, are major features of this development. Students are encouraged to take responsibility for day-to-day aspects of college life, often for the benefit of younger students.

What the school should do to improve further

- Ensure that policies on teaching and learning and assessment are implemented consistently
- Ensure that the progress of students with learning difficulties and/or disabilities is regularly and rigorously monitored and emerging best practice is shared
- Increase the number of opportunities to develop the students' basic skills
- Continue efforts to improve attendance and punctuality

Achievement and standards

Grade: 3

Test and examination results in 2005 show that standards improved slightly compared to 2004, although they remained well below average. Many students did not make the progress that they should between the ages of 11 and 16, although the college was closer to achieving its targets than in the past. Since September, a steady improvement in the quality of teaching has resulted in students making at least satisfactory progress in the vast majority of lessons. This has had the effect of raising standards. The college uses assessment information well to track students' progress and to identify those students who are underachieving. A range of strategies to support academic progress has been effective in enabling a larger proportion of students to achieve their target grades in coursework, regular tests and mock examinations. Some of the students in Year 11 spoke very positively about the effect of this support on their progress. The college's robust tracking system suggests more students than ever will meet their challenging targets this summer. A greater proportion of students plan to stay on to Year 12 such is their new found confidence in the capacity of the college to help them succeed.

Personal development and well-being

Grade: 3

Strong leadership and a clear strategy for improving behaviour in lessons and around the college have helped to create an environment in which students feel confident and are able to enjoy learning. However, whilst attendance has improved since the last inspection, it is still significantly below average and continues to limit students' progress. Poor punctuality at the start of the day and to some lessons disrupts learning. Good provision is made for students' spiritual, moral, social and cultural development. With the support of its chaplains the college builds upon its Christian ethos to develop students' attitudes and values and to involve them in supporting needy individuals, as illustrated by their support for a partner school in Gambia. However the college could do more to prepare students for the future by making better use of opportunities to develop their basic skills. Students feel they would benefit from further opportunities to participate in decision making. The sound personal, social and health education (PSHE) curriculum raises students' awareness of issues relating to their personal well-being. They are encouraged to develop healthy life-styles in PE lessons and extra-curricular sports and through recent initiatives such as more healthy food options in the dining room.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving as a result of effective action by the college leadership. Rigorous monitoring of teaching has been linked with effective training and support for teachers. Relationships in the classroom are generally good and this aids learning. There is a significant amount of good or better teaching, although a small proportion is unsatisfactory. In the better lessons activities are well chosen to meet the needs of different groups of students. The pace and pitch of the work sets an appropriate level of challenge. Teachers are enthusiastic and activities are imaginative, with good progression in demand through the lesson. There is some good use of information and communication technology (ICT). Students have to explain their thinking in depth, for example through well managed class discussion at the end of lessons. In these lessons students respond well and make good progress. Some lessons are too teacher led and strategies to promote active involvement of the students in their learning are infrequent. Work does not always provide good levels of challenge. The finish of lessons is sometimes too rushed and this means students do not always adequately reflect upon and consolidate their learning. The quality and frequency of homework is variable.

Good progress has been made in the use of assessment to aid learning. Systems to track students' progress are rigorous and link effectively to strategies to tackle underachievement. However, the good and better examples of classroom practice are not seen consistently across the college.

Curriculum and other activities

Grade: 3

The college provides a satisfactory and improving curriculum. A recent and thorough review of provision has resulted in major change. Students are able to study a wider range of subjects with further expansion planned from September 2006. The curriculum makes a positive contribution to students' personal and social development through citizenship and work related learning. In Year 9 enterprise activities contribute well to the students' appreciation of economic well-being and the world of work. From September 2006, a much wider range of pathways is planned at Key Stage 4 in order to provide greater scope to tailor the curriculum to individuals' needs, including those who have learning difficulties or disabilities. It is intended that options will cover a range of academic and vocational courses. However, for students completing Key Stage 4 this year, the choice of courses has been relatively narrow. The college provides a wide range of extra-curricular activities and the number of students who are actively involved is high. This makes a positive contribution to their enjoyment and achievement.

Care, guidance and support

Grade: 2

The college thinks that the provision it makes for care, guidance and support is good. Inspectors, and the parents who completed the questionnaire, agree. Students say they feel secure and safe and that bullying is dealt with quickly and effectively. There is always an adult they can confide in. One student told us, 'The teachers seem much more interested in us now.' Heads of year, tutors and chaplains have created a caring and supportive environment within a Christian ethos. They, and senior staff, know the students well. Consequently, underachievement is quickly identified. Child protection procedures and the arrangements for vulnerable students are secure and regularly reviewed. The needs of students with learning difficulties are well understood and recent developments have ensured these students now make satisfactory progress. A good induction programme helps new students integrate quickly into college life. They are well prepared for the changes they experience at the end of years 9 and 11. New and innovative Key Stage 4 study pathways have been developed but not yet offered to students and parents. Due emphasis is given to the health and safety of students. The college does much to keep parents properly informed.

Leadership and management

Grade: 2

The headteacher provides very good leadership and management. She has clearly articulated her vision to raise standards and has united the staff in pursuit of this common goal. The deputy headteachers are a strong team and have a key role in leading improvement work. Students spoke with enthusiasm about their respect for the headteacher and deputy headteachers who, in their view, have made the college 'a much better place to be'. Other senior leaders make a valuable contribution. They, along with middle managers are rising well to the challenge of increased responsibility

and accountability. Robust systems for monitoring key areas of work have resulted in the college having a very accurate view of its strengths and weaknesses. An honest and reflective self-review has been extremely effective in informing plans to bring about further improvement. The college has made good progress in addressing the weakness in provision identified in the inspection of January 2004. However, senior leaders are aware of the need to ensure consistency in the application of all college policies and to continue their work to secure further improvement in attendance and punctuality. Changes to policy and practice have ensured that weaknesses identified in provision for students with learning difficulties have been dealt with appropriately. These developments are in the early stages and the college appreciates the importance of careful monitoring to ensure their impact is sustained and best practice is embedded in all subject areas. Membership of the reconstituted governing body has been strengthened by an appropriate mixture of experience. Judicious arrangements are underway for ensuring a smooth transition when the collaborative board hands back delegated powers to the governing body. The college has been well supported to build capacity and develop expertise through the work of specialist consultants and the school improvement partnership board (SIPB). With staffing stability achieved and a clear direction of travel the college is well placed to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	4	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	2	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

Your college has improved so much that we no longer need to keep coming back every term to check on progress.

The quality of the teaching you receive is much better than it used to be, which means you learn more and a greater number of you will achieve the test and examination results of which you are capable. The headteacher, deputy headteachers, other senior staff, teachers and all the adults at Immanuel have worked really hard to make your college a better place to be. You have played an important part too. Your behaviour has improved so much we judged it to be 'good'.

Well done! You can be proud of your efforts and of your college.

We have asked Mrs Tiller and your teachers to make Immanuel even better by:

- Making sure the good teaching and interesting lessons we saw increase in frequency.
- Making sure all of you do as well as possible.
- Giving you more opportunity to develop skills that are so important to success in working life such as being able to express yourself clearly, thinking logically, listening to others' points of view, being numerate, writing well, working well as a member of a team.

You can contribute to further improvement by attending regularly and being on time to all your lessons, so that your own learning and that of others isn't disrupted.