



National Society Statutory Inspection of Anglican and Methodist Schools Report

Immanuel College Church of England Academy

Leeds Road

Idle, Bradford

BD10 9AQ

Previous SIAMS grade: Good

Current inspection grade: Outstanding

Diocese:

Local authority: N/A

Dates of inspection: 8 March 2016

Date of last inspection: 10-11 November 2010

School's unique reference number: 132219

Headteacher: Jane Tiller

Inspector's name and number: Fiona Ashton 860

School context

This is a large, oversubscribed 11-18 school serving North Bradford. It converted to Academy status in February 2016 as part of Bradford Diocese Academy Trust. Immanuel College pupils are mainly White British. Thirty percent of pupils are supported by pupil premium funding, 16% of pupils are on the SEND register and upon entry all year groups had Key Stage 2 outcomes that were below the national average. The college benefits from a stable and experienced senior leadership team (SLT) of which the ordained chaplain is a member. The proportion of pupils attending the college from church-going families is low.

The distinctiveness and effectiveness of Immanuel College as a Church of England school are outstanding

- This is a highly effective and distinctive college because of the excellent strategic leadership of the headteacher who is challenged and supported by a knowledgeable governing body and a dedicated and talented senior leadership team.
- Christ and clearly articulated and embedded Christian values are at the core of the college. Its motto 'All God's children' extends to all members of the Immanuel family ensuring that pupils' achievement and community wellbeing are the highest priorities.
- Excellent religious education (RE) ensures that pupils thrive academically and contributes significantly to the overall personal development of pupils so that they become independent, responsible and caring young people.

Areas to improve

- To develop the new chapel as a centre for all students to experience Christian worship that will inspire them to make their own personal response to the teachings of Christ.
- In RE, to secure the transition to a GCSE Religious Studies course for all Key Stage 4 pupils

- To make clearly visible the college's lived Christian distinctiveness and values.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The college motto 'All God's children' is known to, and understood by, all members of the community and ensures that the 'Immanuel family' is a reality for pupils and staff. The relatively recently introduced House system enhances this and as a result, relationships at all levels of the community and the quality of care that adults demonstrate for pupils and each other are core strengths of the college. Impressive work has been undertaken by all stakeholders to review, decide upon, share and embed the core Christian values that underpin college's mission as a Church school. Pupils clearly understand what is expected of them and see that values promoted and modelled within the college, such as 'trust', translate to their behaviours and relationships beyond the college day and community. They are proud of their school and keen not to 'let it down'. Driven by Christian values that are faithful to their theological meaning, the academic and pastoral needs of pupils are of equal importance and lead to tailored support that ensures each pupil is encouraged in their aspirations and can experience and celebrate success. Achievement at all key stages is high and consistently above national averages representing excellent progress for pupils as a result of attending Immanuel College. Pupils speak enthusiastically of the support and mentoring that they receive from teachers, the chaplaincy and other staff. They value the range of activities and opportunities that are available to them in the classroom and beyond. An example of the college's ethos permeating the curriculum is the decision to enter a significant minority of pupils for GCSE Citizenship and by carefully adapting the syllabus, allow pupils to develop a practical, as well as academic, understanding of Christianity in action and to support charities such as Christian Aid, Tearfund and The Trussell Trust. Incidences of bullying are rare and swiftly dealt with by staff. Pupils find any suggestion of prejudice abhorrent. Activities coordinated by The Sanctuary focus on the spiritual, moral, social and cultural development (SMSC) of pupils and are successful in building sustained links for pupils with local Christian youth and faith groups as well as supporting staff and pupils in their daily lives. Religious education also makes an outstanding impact upon SMSC and the Christian distinctiveness of the college. The subject knowledge of teachers is excellent and therefore pupils gain an accurate understanding of Christianity and other faiths. Work in the classroom is augmented by a range of enrichment activities that encourage pupils in their understanding of diversity in the local context and beyond for example, visits are made to places of worship of other faiths and the college supports a sister school in Gambia.

The impact of collective worship on the school community is outstanding

Collective worship, an area of focus at the time of the last inspection, is a strength of the college and one which foundation governors monitor and evaluate rigorously using observations, surveys and reports to good effect. It is at the core of the Immanuel family experience. Equal importance is placed upon the spiritual development and wellbeing of staff as of pupils. There is daily staff prayer and additional support for spiritual development is available from members of the chaplaincy team. For pupils, there is a clear strategic plan for worship that reflects the liturgical year. Excellent preparation of worship themes and materials means that the experience is understood and relevant to the lives of the young people. Pupils experience worship in a variety of settings and contexts and despite the majority of pupils having little worship experience outside of the college, they welcome the opportunities for prayer and reflection that they are offered. Visiting local churches and the Cathedral for celebrations and worship creates a sense of awe and wonder for pupils that they value greatly, several pupils commenting that visiting the local Anglican church for Easter and Christmas worship 'makes it more special'. Thought provoking resources prepared for use in form time ensure that pupils have the opportunity to reflect upon the Bible, Christian teachings and values. The choice of themes and the inclusion of prayers from the pupil created Immanuel Prayer Book ensure that worship is Trinitarian. Pupils demonstrate a sophisticated understanding of God as Father, Son and Holy

Spirit. A number of Christian organisations and ministers, including The Zephaniah Trust, The Gideons and The Salvation Army lead worship, thereby enhancing the college's experience of the breadth of Christianity and Christian vocation. The house system ensures all pupils participate in leading creative worship. They do this confidently. Working collaboratively, the chaplain, the youth worker and the RE team ensure that worship is inspiring, inclusive and accessible.

The effectiveness of the religious education is outstanding

Religious education (RE) is exceptionally well led and managed by a talented and knowledgeable subject leader who has a clear, theologically underpinned vision for the subject. RE is prioritised by the governors and the headteacher as a core subject and is resourced, monitored and evaluated with the same rigour as other core subjects. Pupils have impressively positive attitudes to learning in RE and make excellent progress. Achievement, especially at Key Stage 4, significantly exceeds national expectations. Pupils know that they are making progress in RE because of challenging assessments that are standardised and offer next steps advice that pupils respond to. Now a strength, this was an area of focus following the previous inspection. The RE curriculum is robust and appropriate. It allows for pupils to gain a sound knowledge and understanding of the Bible, Christian beliefs and practises as well as of other faiths. Pupils are encouraged, through exceptional specialist RE teaching that is always good and frequently outstanding, to think critically and to apply religious thinking appropriately. At Key Stage 3 the diocesan agreed syllabus which pupils find challenging and engaging is enriched by the opportunity to complete The Archbishop of York Young Leaders Award. In Year 8 many pupils participate in the RE Primary Partnership Programme which facilitates them in teaching Year 4 pupils about Jesus as the Son of God and exploring the Christian values of trust, fairness and forgiveness through parables and Old Testament teachings with Year 6 pupils. The numbers of pupils taking GCSE has increased year on year and it is anticipated that all Year 10 students will commence a GCSE Religious Studies course in September 2017. A Level Religious Studies is an increasingly popular post 16 choice and reflects pupils' previous enjoyment and academic success. Sixth form pupils are hugely complimentary about the enrichment programme facilitated by the department that enables them to explore social and moral issues through visits, guest speakers, links with faith communities and themed days.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher has an inspiring vision centred on the college at the heart of the Church's mission to the community. This is shared by discerning and dedicated governors and a senior leadership team that is passionate about the pupils they serve and is rightly proud of the impact that their decisions have upon the life chances, skills and spiritual well-being of the whole college community. With external consultants, the college has recently reviewed and reaffirmed its Mission and Values in an exercise that engaged all members of the community. The Foundation Governors Committee, created in response to the last SIAMS inspection is highly effective in monitoring, evaluating and challenging the college's Christian distinctiveness, collective worship provision and standards in RE. Recruiting colleagues who support the college values is prioritised by the headteacher who then ensures that new colleagues are supported socially, professionally and spiritually. The chaplain, youth worker and chaplaincy team are integral to this process. This in turn results in an excellent understanding of what it means to lead in a Church school. Leaders see academic achievement as a key to the future success of pupils but recognise this is most properly ensured when pupils' pastoral and spiritual needs are met. Older pupils clearly articulate how the college has their well-being as its first priority and place high value upon the pastoral support that they receive. Younger pupils feel enriched by the house system and the opportunities that it gives them to work with each other. They appreciate their house identity and the responsibility to uphold its Christian value. The college exudes warmth and care. Parents are rightly proud of the impact that the college makes upon the lives of their children and of the manner in which their own opinions are sought, respected and shared. One

parent commented: "The motto is 'All God's children'. Everyone is included in the Immanuel family. It will do its best for everyone". This sentiment was echoed in conversations throughout the community. Provision for RE and collective worship meet statutory requirements.

SIAMS report March 2016 Immanuel College Bradford BD10 9AQ