



Senior School Prospectus and Further Information
2014-15 Entry



Charles Kalms & Henry Ronson
**Immanuel
College**

**Imagine
Immanuel**

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education

Imagine Immanuel

Imagine your child attending one of the top 3% of secondary schools measured by the proportion of pupils gaining places at the nation's 30 most successful universities.

Immanuel College is a school characterised by academic excellence, expert pastoral care and inspiring Jewish education.

Immanuel College offers each and every one of its pupils the nurturing environment and individual attention required to maximise their academic potential. It is a place where pupils flourish in small classes that offer them the space to think independently and to develop their individual academic strengths. Immanuel, the UK's only mainstream independent Jewish secondary school, gives pupils the life skills needed for them to become confident, accomplished and ambitious young adults. In September 2011, the Immanuel College Preparatory School opened alongside the well-established Senior School and flourishing Sixth Form.







Welcome from the Head Master

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education

Imagine Immanuel.
Immanuel College is a school whose success is founded on the recognition of the unique worth and importance of each pupil. The school's size guarantees that each child is known to me personally, as well as to my teachers. This ensures that no pupil is anonymous or unsupported.

At Immanuel College, small class sizes promote confident learning and rapid academic progress. I am extremely proud of the excellent GCSE and A Level results achieved by the pupils of Immanuel College and take personal pleasure that 92% of our leavers have proceeded to the university of their choice.

The foundation of Immanuel's academic excellence is the nurturing approach to pupils provided by our expert and exceptionally attentive pastoral system, which supports the personal, social and academic development of each pupil. The close relationship between teachers, pupils and parents ensures that pupils' strengths are built upon and needs for their individual development addressed.

Our pupils feel at home in a school founded on Jewish values and learning. By the end of their time at Immanuel College, they not only are confident and well qualified academically, but have also attained a deep understanding of their faith and of the place of Jewry in the modern world. At Immanuel College we believe that Jewish and secular

learning shed light on one another, that Israel is central to the destiny of the Jewish people, and that girls and boys should have the same opportunities for Jewish learning.

I hope that having read this prospectus, your next step will be to contact us to arrange a tour, so that we may introduce you to our school. When you visit, you will discover that our school culture is characterised by attentiveness to individual pupils, encouragement of their talents and celebration of their achievements.

The deadline for the submission of completed Application Forms for September 2014 entry is the 29th November 2013. I look forward to welcoming you and your child to Immanuel College.



Charles Dormer.

Imagine Immanuel. Imagine a school where 65% of all A level grades awarded in 2013 were A* or A, and where 92% of students secure their first choice university place.

Imagine your child attending a school whose pupils thrive on success and where results are excellent, with 92% of its leavers, over the past 3 years, proceeding to the university of their choice.

A place where the pupils consistently achieve excellent grades across all subjects, whether they study English, Mathematics, foreign languages, History, Science or any combination of the 22 subjects taught at A Level.

A place where the pupils benefit from a uniquely supportive learning environment.

A place where 'standards are excellent' and 'pupils are well prepared for adult life both academically and personally'. (Independent Schools Inspectorate Report, March 2010).

Our results

Imagine a school where over 80% of pupils achieved grades A* to B in GCSE and A Level examinations.

A school which puts academic excellence at the top of its agenda. A place that maximises the academic potential of each pupil entrusted to it.

The Governors, Senior Leadership Team and teaching staff are focused on ensuring that the school delivers consistently impressive academic results at every level. Immanuel College produces young adults with enquiring minds, who are confident, motivated, articulate and principled. Our pupils go on to become accomplished adults with the skills and drive needed to succeed at their chosen university and, subsequently, to lead fulfilled lives at whose heart lie Jewish values, teaching and practice.

A diverse and flexible curriculum

Immanuel's broad and varied curriculum is kept under constant review. In recent years, additional GCSE subjects including Biblical Hebrew, Business & Communications, Photography and Electronics have been added to the curriculum. Further detail may be found in the Further Information Section

Immanuel College offers IGCSE courses across a number of traditional subjects including Triple Award Science, History, Mathematics and English Literature, courses that are viewed favourably by leading universities and in which we have performed to the highest standards.



The school's academic success is supported by small classes and by the emphasis placed on teaching pupils to think for themselves and to work independently. Pupils are placed in sets according to ability in English, Mathematics, the Sciences, Jewish Studies and Modern Languages, which allows them to learn at the level appropriate for their ability.



Imagine Immanuel. Imagine a school where 90% of classes have fewer than 20 pupils and the Head Master meets every pupil on a regular basis.

A school where each pupil benefits from individual attention and moral, social and academic guidance on a daily basis.

A place which understands the unique worth of each pupil entrusted to it. Where true partnerships between school and home develop and where parents are fully involved with decisions at each stage of their child's education.

A place where pupils are listened to in an atmosphere of mutual respect. A place which never underestimates the support each pupil needs on the journey to academic excellence.

A place which provides an environment where all its members feel safe, valued and respected.

At Immanuel College every pupil is encouraged to acquire a sensitivity to the feelings and needs of others, to accept personal responsibility for his or her actions, and to treat all property with due care, irrespective of its ownership. Behaviour such as bullying, discrimination, and acts of intolerance which undermines these core values is not accepted.

At Immanuel College, the happiness and welfare of every pupil are of the utmost importance. On our most recent inspection, the team of the Independent Schools Inspectorate noted 'the excellent quality of pastoral care' at the College and commented on how 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school'.

The work of the Immanuel College pastoral team is at the heart of the way we look after our pupils. The Deputy Head (Pastoral) and her team liaise closely with form tutors and the heads of the sections of the school. Their collective and detailed knowledge of pupils' individual abilities and talents enables them to monitor pupils' progress closely, and to help them cope successfully with the educational and personal challenges of secondary schooling.

Imagine a school where parents are fully involved in decisions that will empower their children to maximise their potential.

A school where parents receive frequent reports on pupils' progress, and where their performance is carefully monitored by the pastoral team.

A place where parents take part in regular



This partnership between home and school is essential to the holistic development of our pupils.

parents' consultation evenings where they are encouraged to communicate with their child's subject teacher, form tutor, or senior staff.

A place where the Head Master is always available.



Beth Kerr,
Deputy Head Pastoral
Care and Pupil Progress

Imagine Immanuel. Imagine a school where 83% of candidates achieved A*-A in Jewish Studies and Hebrew GCSE. A school which instils a love of Jewish living and learning in its students. A place where modern Orthodox Judaism is at the heart of all your children's learning.

A place where the school calendar reflects the rich and varied rhythm of the Jewish year. Immanuel College celebrates enthusiastically landmarks in the Jewish calendar such as Purim, Chanukah, Sukkot and Yom Ha'atzmaut and offers excellent opportunities for pupil involvement in fund-raising activities. On Holocaust Memorial Day, lower sixth form students share the insights they have gained from their recent trip to Poland with the school's younger pupils.

To preserve the special place of Jewish life within our school, we require all pupils and parents to respect this ethos; for example, boys are required to wear a kippah, girls are expected to dress modestly and parents are required to respect the Jewish laws of kashrut when entertaining their children's friends from school.

Tefillah

Immanuel College offers each pupil opportunities for tefillah (prayer) that reflect their previous knowledge and personal level of observance. From Year 7 to Year 11 there is morning and afternoon tefillah for all students. From Year 8 they may choose between the full College minyan or shortened davening with their form group. For those who wish to take part, there is also a voluntary tefillah for the Sixth Form. Different arrangements are made for tefillah on Chaggim (festivals) and on other days of special significance.

Modern Orthodox Ethos

Immanuel College offers a modern orthodox Jewish education, which aims to inspire the pupils to live fulfilling Jewish lives, characterised by a thirst for knowledge and a love of Israel. Every Year 9 pupil benefits from a life-changing three-and-a-half week trip to Israel. Immanuel College's religious education has an inclusive approach to all its pupils, catering equally for boys and girls, regardless of the varied Jewish backgrounds from which they come.



Rabbi David Riffkin, Deputy Head: Jewish Life

The School's Bet Midrash (Jewish Learning Centre), the hub of informal Jewish education at the school, organises visits to yeshivot and seminaries in Israel in order to guide and assist students regarding their preferred choice of yeshiva or seminary in Israel for their gap year. Immanuel College values its relationships with the Israeli hospitals, soup kitchens and children's homes that pupils support through their tzedakah (charity) projects.



Imagine Immanuel. Imagine sending your child to Immanuel College where 92% of Sixth Form pupils over the past four years have gained places at their first choice of university, the majority of which are among the nation's 30 leading universities.

A school whose results reflect the Sixth Form pupils' close and continuing relationship with their teachers, as well as teaching of a quality that provides an ideal transition from school to university study.

A place where pupils determine their own curriculum when preparing for university, choosing from an extensive range of A Level subjects according to their interests, talents and enthusiasms.

In addition to academic growth, the Immanuel College Sixth Form gives pupils opportunities to develop their leadership skills by contributing to the school community, whether as prefects or subject and sports captains or mentors of younger pupils. Their access to an

innovative Jewish curriculum and to weekly lectures from a diverse and stimulating range of speakers deepens their understanding of the place of Jewry in the modern world.

Recent speakers to the Sixth Form include Lord Simon Wolfson (Chief Executive, Next Plc), who spoke about wealth creation, Mr Daniel Bazini (Barrister of Immigration Law), whose subject was the laws relating to asylum seekers, and Mrs Jocelyn Hunt (Winston Churchill Foundation), whose talk painted a vivid picture of wartime activity in the Cabinet War Rooms.

For additional information, please refer to the separate Sixth Form Prospectus.



Judith Graham, Director of Sixth Form



Creativity

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education

Imagine Immanuel.
Imagine a school where
100% of A level grades
in Art and Photography
were A* or A in 2013.

Art

Imagine a school whose Art department consistently produces outstanding results at GCSE and A Level. Immanuel College enjoys a tradition of excellence in the visual arts and has invested in state-of-the-art photographic equipment. The annual Art Show, at which the Gottlieb Trophy and its associated prizes are awarded, is one of the highlights of the Immanuel College year.

We encourage you to make an appointment to visit the school and see at first-hand the impressive art work and photography on display.

Sport

Imagine a school that offers a stimulating programme of sport, games and gymnastics. Team and individual sports, fitness and dance thrive at Immanuel College, to the great benefit of the girls and boys who enjoy them, and who have a much higher chance of playing competitively in teams or leading them in our relatively small year groups



of 50-70. Immanuel regularly takes on and beats much larger and more illustrious opposition, and provides many individual athletes to the Maccabia Games, the largest global sporting competition after the Olympic and Commonwealth Games.

In 2012-13 at Immanuel, Year 7 Boys were Maccabi Basketball and Table Tennis Champions; Year 8 boys were Hertfordshire County Tennis Champions, District Tennis Champions, Maccabi 5-a-side Football Champions, and Maccabi Basketball Champions; Year 9 boys were District Basketball and Tennis Champions; and Year 10 Boys were District Tennis Champions. Year 7 and 9 Girls were Maccabi Netball Champions, with the Year 9 team unbeaten for three years. The annual Dance Show, in which all girls participate, is entirely directed and choreographed by Immanuel's girls to great acclaim each year.

The teams take part regularly in both Jewish and district fixtures and tournaments.

Performing Arts

Imagine an exciting variety of musical, cultural and dramatic opportunities every day. The popularity of Drama, taught from Year 7 upwards, at both GCSE and A Level, owes much to the impressive school productions staged in the school's Joyce King Theatre. Recent productions include *Pygmalion*, *Blue Remembered Hills*, *Bugsy Malone* and *The Trojan Women*. Extra curricular lessons in Drama and Ballet are offered as are grade examinations in instrumental Music and Music Theory.

Four concerts take place each year. In addition to the Music Scholars' Concert and the Chanukah and Rose Garden Concerts, four concerts are held at the end of the annual Music Festival, which celebrates the rich and diverse talents of the school's musicians.

Extra-Curricular Clubs

Imagine a school that stimulates, challenges and stretches pupils. Extra-curricular clubs, supervised by members of the teaching



staff, provide further opportunities to develop pupils' confidence and broaden their horizons. The clubs span every aspect of school life and include: art, chess, debating and public speaking, drama, the Duke of Edinburgh's Award Scheme, ICT and Israel.

Clubs exist for modern languages including French and Italian, as well as for philosophy and astronomy, science and sports. The variety of music clubs available includes orchestra, the Year 7 band, choir and the chamber music club.

Educational Trips

Imagine a school that offers its pupils a wide variety of inspiring, educational, enriching and, in many cases, spiritual field trips, which help to broaden their knowledge of the subjects they study. Art historians visit the Palazzo Pitti and others of Florence's museums and Year 8 pupils explore Paris. The school's Jewish journeys deepen pupils' understanding of how history has shaped the place of Jews in the contemporary world. This is especially true of

the Year 7 trip to Amsterdam, the transformational three and-a-half week Israel Trip which every Year 9 pupil experiences and the Poland Trip in the Lower Sixth. Pupils forge strong friendships during the trips, and their respect for one another grows as a result of sharing the experience of living an observant Jewish life.

Charity and the Community

Imagine a school that makes charity a way of life. Each year, the Immanuel College Charity Committee, Shevet Achim, chooses a range of Jewish and non-Jewish causes to support. It organises fundraising activities, for representatives of beneficiary charities to report back to pupils on the use of funds raised. In the last academic year, over £28,000 was raised for charities chosen by the pupils. Recently the pupils' charities have included Sierra Leone Action Relief, the New Hope Trust for the homeless in Watford, the Emunah Children's Home in Afula, the Mencap and Camp Simcha. Visiting speakers help pupils view problems as diverse as Darfur and global warming from the perspective of Jewish values and idealism.

Next Steps

We hope that having read this prospectus your next step will be to arrange a visit to Immanuel College. On your tour you will see the description of Immanuel College in these pages — its atmosphere, activities and ideals — embodied in the daily life of the school.

Completed application forms for September 2014 entry should be submitted to the Admissions Department by 29th November 2013. For more information please contact Lynda Dullop in the Admissions Department on 020 8955 8938 or email: ldullop@immanuel.herts.sch.uk

Admissions

Registration.

Registration for entry (except for Sixth Form) may be made at any time up to November 29th of the year preceding the year of desired entry. All registered applicants will be required to sit an examination and will be considered on their merits.

An Application Form is available with this prospectus and further copies are available from the Admissions Department (020 8959 8938) or can be downloaded from the school's website www.immanuelcollege.co.uk.

Once a child is registered, Immanuel College will ask his/her current school for a confidential reference. There is a non-refundable registration fee of £100.

Age of Entry.

Pupils are admitted into Year 7 (aged between 11 and 12). A pupil's age is calculated as on September 1st of the year of desired entry. However, these age limits are not inflexible, and the admission of a candidate into Year 7 who is slightly younger or slightly older will be at the Head Master's discretion.

The Head Master will be happy to discuss any application for candidates seeking entry into Years 8-10. There are separate prospectuses available for the Preparatory School and Sixth Form.

Entrance Examinations and Interviews.

All candidates sit the school's entrance examinations, which are held in January each year for entry in the following September. The date of the examination for entry in September 2014 will be on Monday 6th January 2014. All candidates take papers in English and Mathematics. The examinations are suitable for able pupils in maintained primary schools and independent preparatory schools alike.

Specimen Examination Papers.

Specimen examination papers are available from the Admissions Department and can also be downloaded from the school website. Confirmation of the dates of the entrance examinations will be sent to the parents of all registered candidates in the November preceding the January examinations. Detailed information about the examinations is sent to parents of all registered candidates in December.

Special Educational Needs.

Parents must indicate on the registration form if their child has any special educational needs. Extra time and/or the use of a school laptop computer in the examinations will be granted to candidates who have a written report from an educational psychologist or medical practitioner which specifies such a need.

Selection and Offers.

The offer of a place at the College is made on the evidence of:

- the candidate's performance in the appropriate examination;
- an interview;
- a confidential report from the Head of the candidate's present school.

Offers of places are posted in late February or early March on dates agreed by all HMC London independent schools. Replies are required within approximately one week.

Acceptance of Places.

The offer of a place is accepted by the parents or guardians completing and signing the Acceptance Form, which must be accompanied by an Acceptance Deposit of £2,000. This deposit will be credited against a pupil's final (leaving) term. If a pupil is withdrawn on less than a full term's written notice, or excluded for more than 28 days for non-payment of fees as set out in clause 9.5 of the parent contract, a full term's fees in lieu of notice less the Acceptance Deposit will be immediately due and payable as a debt. If a pupil withdraws prior to taking up his/ her place with more than a full term's notice, then the Acceptance Deposit is refundable. If an applicant formally accepts a place and withdraws without giving a full term's notice, a full term's fees in lieu of notice less the Acceptance Deposit will be immediately due and payable. This full term's fees is not susceptible to deductions for any scholarships or remissions of fees which may have been offered.

By signing the Acceptance Form, the parents or guardians agree to comply with the College's Rules & Regulations, and the Terms & Conditions which accompany the letter of offer. In particular, parents are committing to observe our Kashrut policy and to organising Bar and Bat Mitzvahs wholly supervised by a recognised Kashrut authority.

Scholarships

Award of Immanuel Jakobovits Scholarships.

Parents completing the Application Form should indicate whether they wish their son or daughter to be considered for an Immanuel Jakobovits Scholarship. In the region of 10 scholarships will be offered to children who exemplify academic excellence in Secular and/or Jewish Studies. The percentage of Scholarships awarded for Academic and Jewish Studies will depend upon the performance of candidates in their examinations and interviews. The Scholarships granted will be up to 100% of tuition fees, and will be re-awarded throughout the recipient's school career, subject to satisfactory effort and behaviour. Please indicate on the application form whether you wish your child to be considered for the Academic Scholarship, Jewish Studies Scholarship or both.

All candidates for admission to the College will sit one-hour entrance examinations in English and Mathematics on Monday 6th January 2014. Those candidates applying for a Jewish Studies Scholarship or a Science Scholarship will also be required to sit a one-hour Jewish Studies or Science examination on the same day. The College invites every candidate to an entrance interview and because of the numbers involved these interviews take place between the receipt of application forms (29th November 2013) and mid-February 2014. The entrance interview requires candidates to talk about their interests and to bring with them their current school exercise and/or reading books and any items which reflect their enthusiasms.

Candidates who perform exceptionally strongly in the English and Mathematics examination, or in the Jewish Studies or Science examination, will be invited back for a further Scholarship interview. Those candidates applying for a Jewish Studies Scholarship will discuss Jewish studies topics in more detail at their Scholarship interview.

This Scholarship interview will allow the candidate to demonstrate verbal ability and personal character appropriate for a scholar.

Science Scholarship.

Up to four Science Scholarships will be available annually to Year 7 entrants to the school, each worth up to 100% of tuition fees.

Candidates will sit a one-hour Science examination paper on the same day as the main school entrance exam on Monday 6th January 2014.

Candidates who perform exceptionally strongly in the Science examination, will be invited back for a further Scholarship interview. Parents completing the Application Form should indicate whether they wish their son or daughter to be considered for a Science Scholarship.

Art Exhibitions (Scholarships).

Art Exhibitions are available annually to Year 7 entrants to the school. Each Exhibition is worth £2,000 annually and will be re-awarded annually subject to satisfactory effort and behaviour. To qualify for an Art Exhibition, candidates must demonstrate enthusiasm for art, a developed drawing ability, and creativity in handling materials. Candidates for Art Exhibitions are invited to bring portfolios of work undertaken in the last few years to an interview with the Head of Art. This should contain artwork from both in and out of school. The Head of Art will be looking at the candidate's potential rather than expecting highly finished work. Parents who wish their child to be considered for an Art Exhibition should indicate their interest on the Application Form.

College Fees

Fees.

School fees are reviewed and set each September. The Senior School's tuition fees for the year 2013-14 are £4,784 per term. There is an additional catering charge which is currently £258 per term.

A concession of 10% of tuition fees will apply if a pupil has a sibling at any part of Immanuel College. The concession will only apply to the younger sibling. Similarly, if a pupil has more than one sibling attending Immanuel College, then the concession will apply to each of the siblings, except for the oldest pupil.

A non-refundable deposit of £2,000 will be required to secure a place at the school. Fees are payable by the first day of each term, and a full term's notice is required for the withdrawal of any child at the school.

Bursaries may be available where there is a genuine difficulty in meeting the full fees. Details may be obtained from the Bursar. All applications will be dealt with by Immanuel College's Treasurer (a member of the Governing Body), who will keep the information supplied strictly confidential.

The Academic Curriculum

Academic excellence is a defining feature of Immanuel College. The demands of the curriculum extend beyond the statutory requirements of the National Curriculum, ensuring that Immanuel College promotes excellent standards of secular and Jewish study and prepares its pupils for university and life-long involvement in Jewish learning. IGCSE courses, which are viewed more favourably by leading universities, are offered in Triple-Award Science (Chemistry, Biology and Physics), English Language and Literature, History, Mathematics and Music.

The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

There are 33 teaching periods of 45 minutes in the week – seven on Monday to Thursday and five on Friday to allow for the earlier finish. In addition there is a form period each day during which the form tutor and other specialists provide a programme of literacy, numeracy, personal social and health education and informal Jewish education. Each section of the school has a weekly assembly, and each term there are a number of whole-school assemblies.

Years 7 and 8.

Pupils study the core subjects of English, Mathematics, Science (which is broken into Biology, Chemistry and Physics in Year 8), and Jewish Studies, as well as Art & Design, Performing Arts, French, Geography, History, ICT, Modern Hebrew, Music, Life Skills, Photography, Physical Education and Adventurous Activities. In Year 7, pupils are setted by ability in English, Mathematics, Jewish Studies and Modern Hebrew. In Year 8, these sets are extended to include French, Biology, Chemistry and Physics.

Year 9.

In Year 9 pupils begin the study of Spanish.

Years 10 and 11.

Our curriculum is constantly under review and subject to improvement but our core GCSE curriculum consists of English, English Literature, Mathematics, Science (Triple, Double or Single award according to aptitude and interests), and Religious Studies (Judaism and Ethics) OR Biblical Hebrew. Our GCSE options, of which students may choose an additional three subjects are Art, Biblical Hebrew, Business Communication Systems, Drama, Electronics, French, Geography, History, Modern Hebrew, Physical Education, Photography and Spanish.

Life Skills Programme.

The Life Skills Programme prepares pupils for participating positively in the Jewish community and in modern British society. It aims to develop open-minded and well informed pupils, who are prepared for adult life beyond Immanuel College and who will be able to combine a strong and mature Jewish commitment with full participation in a multicultural society.

Enrichment Opportunities and Facilities

The Life Skills Programme is delivered through speakers and activities throughout the year and covers a range of topics, including drugs education, alcohol awareness, emotional and social issues, puberty and health issues. It is also taught through the Religious Studies GCSE curriculum. The Life Skills Programme contributes to the College's provision of sex education. Links are forged between Life Skills and the work of the pastoral team, the social action department and other curriculum areas such as science.

Throughout the course, pupils are encouraged to listen to each other's views, to respect each other's beliefs, to value the differences between people and to work productively within a group.

Information and Communications Technology Infrastructure.

The school-wide Windows-based computer network is operated under the control of a full-time Network Manager and his Assistant. All pupils have their own password-protected user area and benefit from access to the secure Immanuel College Virtual Learning Environment (Fronter), which allows them to access homework and revision information and to submit homework electronically. Fronter can be accessed from any computer connected to the internet.

The College has a number of ICT suites, each with a full class set of computers which are used by subject teachers as required, and a language laboratory. Since the College is a BCS (British Computer Society) accredited centre, pupils have the opportunity to undertake the ECDL series of examinations and, in this way, acquire a recognised ICT qualification. Smart IWBs in classrooms, with PC and sound systems, or data projectors and sound facilities, provide flexible learning environments for internet access in lessons. Pupils are able both to give and to benefit from others' digital presentations.

The two Photography rooms are equipped with 12 i-Macs (with the latest operating system and software), 4 MAC books, iPad, projector, high-specification digital and video cameras, and professional quality A3 printers. This state-of-the-art technological equipment provides GCSE, AS and A Level Photography students with outstanding resources enabling them to produce and process industry-standard coursework. In the Music Department, a suite of PCs and 10 new laptops installed with the latest Sibelius music software linked to digital synthesisers and keyboards, enables pupils to use MIDI and other technological resources in both their compositional and performance activities.

The School Library hosts a digital Auto-Lib system that allows pupils to browse the library database from any PC in the school, while the Academic Support Department uses specialised multi-media software to help improve pupils' study skills. There are also the 12 Android tablets used in GCSE Electronics and a growing supply of iPADS for general use, in addition to large numbers of laptops provided for examination access and in-class learning support.

The Bet Midrash (Jewish Study Centre).

The Immanuel College Bet Midrash (ICBM) constitutes the hub of Jewish education at the school. Its informal Jewish education programme includes breaktime clubs, form-time activities, the Bar and Bat Mitzvah programmes, pre Chaggim Tochniot and Shul Leadership Courses which include sessions on leading davening, gabbai training, leyning, and giving divrei Torah. The Bet Midrash also provides Immanuel College's Jewish Textual Learning and Advanced Jewish Learning tracks for pupils in Years 10 to 13 and lend their expertise to a number of Jewish Studies lessons across the year groups.

Library.

The library is staffed by a chartered librarian and is open throughout the school day. It is used by pupils during lessons and at break and lunch time. Pupils may borrow all resources that are not part of the reference collection. The library contains a variety of resources, including books, periodicals, audio-visual materials and the Sixth Form Careers Library. Pupils may also use the library wireless computers to gain access to the school network and internet.

Year 7 pupils have a regular library lesson which encourages wider reading by access to new books and discussion. This lesson is also used to teach study skills.

Academic Support.

The Department of Academic Support (DAS) aims to help pupils with specific learning difficulties to understand and master the aspects of the curriculum they find challenging and to support pupils in becoming confident and independent learners. It offers tuition and guidance to pupils and advises subject teachers on how best to support them in classroom.

The breadth of experience and qualifications of its specialist staff enable the Department to identify and address the specific needs of pupils who, for whatever reason, may not be achieving their full potential. In Year 7, all new pupils are screened to identify barriers to learning. In addition, subject teachers, form tutors, and section heads may refer pupils to the Department at any time during their school career for advice and support.

The Department helps pupils to identify their strengths and improve their organisational skills, and offers advice on time management, note taking, essay-writing skills, revision strategies and examination techniques. Through its ability to recognise and remedy problems in learning, the Department alleviates pupil and parental anxieties and helps students to acquire a secure sense of their own worth, essential to future success.

Immanuel College is committed to making the appropriate provision to meet the requirements of any pupil with a statement of special educational need and to support any pupil who has English as an additional language. The College reserves the right to make an additional charge for such provision.

Academic Departments and Subjects

Art.

The Art Department aims to promote pupils' individuality and creativity, develop their abilities to evaluate work and nurture their visual awareness and sensitivity to the environment.

Art is a curriculum subject for all pupils in Years 7-9. Pupils learn the basic skills of drawing, painting, collage work, printmaking, 3D work and art on the computer. Cross-curricular work, gallery visits, painting scenery and making props are all part of the programme.

Pupils may opt to take Art for GCSE in Years 10 and 11. The Edexcel syllabus offers pupils the opportunity to develop their work to a high level, using a wide range of media, including silk painting, textiles, clay and plaster. Pupils keep a logbook which records thought processes, visual ideas, the development of technical skills and their personal engagement with great art. Coursework makes up 60% of the final marks, whilst examination work (a ten-hour controlled test) comprises the other 40%.

The College's Art Department gives pupils a thorough grounding in artistic styles and techniques, and pupils from Immanuel College regularly proceed to art foundation courses at the country's top art institutions.

Biblical Hebrew.

The Biblical Hebrew course acquaints students from Year 10 with large areas of Tanach. It enables students to acquire knowledge of ancient Israel and to make a personal connection historically, politically and religiously with modern Israel. It gives pupils a good Hebrew vocabulary and grammatical knowledge, which will help them in future textual studies at school and beyond. The department is fully aware that not all pupils have the same school or home background and understands that their initial knowledge of Biblical texts and language will vary. Small class sizes ensure that individual needs are catered for. The most able students are stretched and support is given unstintingly to those who require it.

The study of Biblical Hebrew is available for pupils as a GCSE option in Year 10. The course, which follows the OCR syllabus, is taught by the Head of Department, who is also Chief Examiner for the examination board that offers Biblical Hebrew at GCSE, AS and A Level.

Business and Communications Systems.

The subject is available to Year 10 and Year 11 pupils as a GCSE course examining the practical use of ICT, Computing and Technology within business environments. It provides an exciting subject offer which integrates the practical application of software and technology within business frameworks.

The course aims to introduce pupils to the fundamentals of business operations and the role that ICT plays in supporting such business activities as decision-making and the storage, manipulation and dissemination of information for target groups ranging from suppliers to employees and clients. Pupils learn about the importance to organisations of business and communication methods enabling businesses to achieve their goals. As part of the course a range of software applications is used including databases, spreadsheets and web authoring tools and pupils learn to apply applications selectively in order to develop solutions for a range of different situations.

Electronics.

Electronics is offered at GCSE to offer an alternative or additional route to the more traditional GCSE sciences. The course is aimed both at those who are considering career options in STEM (Science Technology Engineering and Mathematics) areas, and also those who wish to develop their independent thinking and problem solving skills. The GCSE is part of the AQA Science suite, and can be taken as an extra Science GCSE. Students will be provided with their own tools and components, and taught to use them to create design solutions to common problems. Topics covered include voltage dividers, amplification, semiconductor circuits, integrated circuits, and circuit design. Learning is achieved through practical experimentation, computer simulations, and written work, which is recorded via the dedicated suite of computers and tablets with which the Electronics Lab is equipped. It is assessed through a substantial final year project, and a written examination at the end of Year 11. Many students who study Electronics at GCSE will go on to study Engineering and Computer Science. It gives students who have ambitions to apply to the best universities theoretical knowledge and practical skills which will be invaluable at application, interview and beyond.

Over the two year course, students will be provided with their own tools and components, and taught to use them to create design solutions to common problems. Topics covered include voltage dividers, amplification, semiconductor circuits, integrated circuits, and circuit design. Learning is achieved through practical experimentation, computer simulations, and written work, which is recorded via the dedicated suite of computers and tablets with which the Electronics Lab is equipped. It is assessed through a substantial final year project, and a written examination at the end of year 11.

English.

The teaching of English at Immanuel College inspires students to enjoy and appreciate literature and the written word in all its forms. The department aims to promote an understanding of oneself and others through the discussion and study of literature and to encourage students to write creatively and in a range of forms. Pupils explore the workings of the English language, for instance its etymology, grammatical structures and literary and rhetorical techniques, and an emphasis is placed on the teaching of grammar and spelling.

The department provides opportunities for pupils to develop confident speaking and listening skills by narrating, discussing, arguing and persuading in a range of activities, and they are encouraged to discuss the implicit meanings of literature and its relevance to social, historical and cultural issues. Students are exposed to literary genres, ranging from Shakespeare to current journalism. The influence of the media is studied explicitly through the analysis of newspapers, magazines, advertising, film and television.

The IGCSE English Language Course develops candidates' ability to read with insight, distinguish between fact and opinion, evaluate how information is presented, follow an argument, recognise inconsistencies, and understand linguistic and structural devices. Pupils also show their competence and confidence in speaking and listening. They will need to read fiction and non-fiction texts and write in a wide variety of styles and forms, including critical and imaginative responses to literary and factual material. The English Literature IGCSE encourages pupils to develop critical and analytical responses by studying prose, poetry and drama from diverse literary periods and contexts.

The English Department is responsible for preparing pupils from all year groups for debating and public speaking competitions.

Geography.

Geography is the study of place, space, environment, climate and culture, and as such enables pupils to make sense and order of a world that is in constant flux. The department develops their understanding of how physical and human processes interact and promotes the study of a range of communities and regions. Through these studies, pupils acquire knowledge and understanding of different environments and geographical patterns, becoming aware of how decisions affect people and the environments in which they live. The department also aims to develop students' understanding of what constitutes sustainable development.

The Geography department makes widespread use of audiovisual facilities and computers for simulations (including geographical information systems), word processing, data handling and research involving specialist books, journals, and CD-Roms.

History.

The study of History at Immanuel College encourages pupils to develop a stronger sense of their own identity in place and time, capable of making objective decisions about contemporary and past events through analysis and evaluation and by learning how to distinguish between fact and opinion. The department aims to foster in pupils an understanding of different cultures and traditions, while assisting them to appreciate their own heritage and customs. History is part of the core curriculum up to and including Year 9. Pupils in these years study the major features of England's medieval and early modern past. They are encouraged to write analytically, using writing frames and sentence starters, and to become independent learners. The department seeks to interweave elements of Jewish history where appropriate, as in the Year 7 study on whether Jews were always in danger in medieval England. In Year 8, pupils explore the English Reformation and its impact on ordinary people. In Year 9, pupils cover the causes of World War One and the nature of the conflict. Pupils also study the Home Front and the Women Suffragettes.

Many pupils continue their study of History in Years 10 and 11 by following the IGCSE (University of Cambridge) course. The syllabus concentrates on the 20th-century world, including studies of international relations between the wars, the Cold War and the US policy of containment. Pupils also undertake a depth study on Germany 1918 – 1945.

Academic Departments and Subjects (cont)

Jewish Studies.

The Jewish Studies Department aims to ensure that when any student leaves Immanuel College, he or she is a proud and identifying Jew and demonstrates this through religious commitment, continued Jewish learning and involvement in the Jewish community. The department teaches pupils the skills to read and interpret primary Jewish texts, emphasising how these have relevance and meaning for the modern world, and to express religious and philosophical ideas in writing and in speech. At the same time, students are guided in their spiritual development and prepared for the religious, moral and ethical dilemmas of adulthood. A love of and identification with Israel is fostered, and pupils develop a sense of religious duty founded on a personal relationship with God.

In Years 7-9, pupils study Torah SheBa'al Peh (Rabbinics) and Torah SheBichtav (Bible). In Torah SheBa'al Peh, pupils inquire into the practical side of the Jewish festivals, Shabbat, Kashrut, the Jewish life-cycle, Jewish history, Hebrew reading and Tefillah. Pupils have the opportunity to delve deeply into the sources, exploring topical issues through the linear perspective of Biblical, Talmudic, rabbinic and contemporary Jewish texts. In Torah SheBichtav, all pupils gain an historical and sequential overview of Biblical text. Depending on pupils' previous level of knowledge, they begin an in-depth exploration of different parts of the Bible, studying, for example sections from Bereshit, Shemot, Vayikra, Bamidbar and Devarim, with many pupils continuing their studies throughout Nach. During their studies, pupils learn translation and analysis skills, emphasising the value and significance of interpretation in the Jewish tradition.

For GCSE, pupils follow the Religious Studies (Philosophy & Ethics) OCR syllabus, and explore issues such as 'Proofs for the Existence of God', 'Science and Religion', 'Sexism', 'Racism' and 'Medical Ethics'.

During their time at Immanuel College, pupils undertake a number of inspiring educational journeys, integral to the Jewish studies curriculum, that foster their personal and spiritual growth and create a deep understanding of the place of the Jew in the modern world. Year 7 pupils visit Amsterdam.

Year 9 pupils take part in a transformational three-and-a-half week trip to Israel at the end of the summer term; and Lower Sixth Form students undertake a challenging but life-affirming one-week journey to Poland in December as part of their Holocaust education.

Our formal syllabus is complemented by a dynamic and active informal department, run by the Immanuel College Bet Midrash. In addition, there are numerous informal Jewish activities throughout the year that form part of the daily fabric of Immanuel College.

Mathematics.

The Mathematics Department fosters the development of skills that are transferable to all classrooms and which focus on the active involvement of pupils as learners. Teaching methodology includes problem solving and work-based learning in order to develop not only the mathematical skills needed for further study, but also the learning power, tools and techniques required for pupils to apply their mathematical knowledge in their future careers.

In Years 7-9, all pupils follow a core scheme of work. They are led through the four main areas of mathematics: algebra, shape and space, data-handling, and number. Pupils' knowledge and understanding of arithmetic is extended and they are exposed to the fundamental concepts of algebra. Pupils also learn basic geometry, co-ordinate geometry, probability, statistics, standard form, the laws of indices, and trigonometry.

In Years 10 and 11 pupils further develop their logical powers of prediction and deduction and an appreciation and understanding of axiomatic systems. They build skills in algebra, synthesis and analysis and encounter topics such as surds, quadratic equations and vectors. All pupils are taught the IGCSE course

Modern Foreign Languages (French & Spanish).

All pupils take French in Years 7 to 9 and begin to learn Spanish in Year 9. GCSE, AS and A Level courses are offered in both languages. The aims of the department are to nurture pupils' linguistic skills so that they can use language effectively for practical communication and to develop their insight into the culture and civilisation of French and Spanish-speaking countries, including the Jewish dimension. We expect all pupils to develop a sound base in the skills, language and attitude required either for further study, or for work and/or leisure and derive enjoyment, intellectual stimulation and cultural enrichment from a wide variety of language tasks, including extended reading of magazines, newspapers and books, watching television programmes, films, plays, and so on. Extensive use is made of audio-visual activities and dedicated language websites, and each class has a lesson once a fortnight in the College's ICT suite.

In Year 8, the Modern Languages Department organises, together with the Geography Department, a 4-day visit to Paris. In Year 10, GCSE Spanish students visit Madrid, in conjunction with the Centro Ibn Gabirol Jewish Secondary School, whilst the highlight of the GCSE French course is a five-day educational, cultural and social visit to Strasbourg. Lower Sixth Form French students are encouraged to undertake work experience at placements in France or Belgium and Sixth Form Spanish students are encouraged to undertake a work experience placement in Spain.

Modern Hebrew (Ivrit).

The Modern Hebrew Department is central to the school's vision of *Torah Im Derech Eretz*. The study of Modern Hebrew enables pupils both to secure a better understanding of Biblical, historical, modern and contemporary Hebrew texts and to acquire knowledge of the history of modern Israel and of current affairs in the Jewish State. The specific aims of the department are to develop pupils' ability to communicate in Ivrit, to deepen the appreciation of their Jewish roots, and to acquire a good understanding of the history, geography and culture of Israel, whilst gaining an insight into the place of the Jewish people in the modern world.

The department aims at developing the Modern Hebrew skills of all pupils to a level that will enable them to benefit linguistically from the Israel Trip. As part of their preparation for the trip, pupils are directed to the Hebrew books, videos and audio-visual aids in the school library. Use is also made of the Audacity ICT software in the language laboratory.

Israeli pupils may have the option of sitting the GCSE examination at the end of Year 9; other able pupils may take the examination at the end of Year 10, though most pupils who choose the subject as a GCSE option sit the examination at the end of Year 11.

Performing Arts Drama and Theatre Studies.

Drama and Theatre Studies is taught as part of the core curriculum up to and including Year 8, as a GCSE subject and as an AS and A Level subject. The aims of the department are to give pupils access to the rich, diverse and creative world of drama, to enable them to initiate, explore and communicate ideas, thoughts and feelings in a variety of dramatic formats, and to give pupils an insight into theatrical technique, history and tradition. Pupils acquire a broad range of practical and technical experience, which includes vocal skills, physical skills, technical vocabulary, theatre technique, mime, improvisation and scripted work. They will also encounter a variety of theatrical styles and genres and learn to evaluate their own work and that of others.

The GCSE and A Level syllabuses follow the AQA specifications and give pupils the opportunity to study complete play texts, to write in a critical matter about live theatre and work in groups in order to research, prepare and produce assessed performance pieces. Pupils visit the theatre frequently and learn to write critical responses.

Co-curricular dramatic activities are available to all pupils, and range from the Junior Drama Club to the Sixth Form Theatre Society. Dramatic productions are regularly staged in the Joyce King Theatre, giving pupils the opportunity not only to tread the boards, but also to learn about sound, lighting and play production.

Academic Departments and Subjects (cont)

Music.

Music is taught as part of the core curriculum to all pupils in Years 7-9. The lessons enable pupils to gain experience in the fundamental activities of performing, composing and listening, to develop their musical literacy, to develop an understanding of the works of the great composers, to learn to identify the hallmarks of musical styles over the last 800 years (from Baroque to Blues!), and to nurture an appreciation of the musical traditions of other cultures.

In Year 10, pupils may opt to take IGCSE Music, and if there is sufficient interest the course will be offered. Pupils embarking on this course will have obtained at least grade 4 at Associated Board level or equivalent in their first instrument (a second instrument being optional but an asset) and at least grade 3 in theory at Associated Board level. Pupils must commit to furthering their practical and theoretical skills during the course.

Lessons are available in most instruments, including orchestral, jazz and rock instruments. Singing lessons are also available. Pupils may, in addition, opt to have tuition in music theory.

Immanuel College runs a busy schedule of performances. Evening outings to concerts and musicals are arranged throughout the year.

Photography.

Photography as a curriculum subject teaches students the technical aspects of the medium, and develops their contextual studies and visual perception. It also promotes knowledge and understanding of great photographers and artists from our own and other cultures throughout history: relating to the work of great photographers and artists is vital in influencing student work.

In the Year 7-9 curriculum, Photography gives pupils the opportunity to become familiar with

the Mac digital system, acquire confidence and expertise in the use of digital compact cameras, and develop basic Photoshop skills. It will engage students in projects that stimulate creativity and enhance design skills. As groups are kept very small for practical work, lessons are taught fortnightly on a carousel with Adventurous Activity.

In Year 7 pupils will undertake a compositional project that requires them to identify facial features within the environment and "jigsaw" them together to create abstract self-portraits. In Year 8, pupils will learn about shape and form, through creating a photographic alphabet using shots of differently shaped objects, such as a ladder for the letter 'A'. Students record their work in a logbook over the two years they study the subject in Lower School. This course provides the foundation for those wishing to study GCSE.

Pupils may opt to take the two-year GCSE Photography in Year 10. The OCR syllabus offers the opportunity to experiment with digital media engagingly. The course provides a foundation for handling the technical aspects of photography at a higher level, and develops understanding of the creative process in producing photographic artwork.

A-Level Photography takes students to a much higher standard, and we wish for students to develop a passion for the art of Photography, which inspires personal and conceptual work with substance and meaning. There is an opportunity to attend an overseas Photography trip to complete the first photo-shoots for the examination.

GCSE and A-Level pupils present their work in a portfolio journal that records development, experimentation, critical and contextual studies, as well as selected prints and ideas for outcomes. Outcomes are presented separately and are often highly creative and thoughtful. Both

GCSE and A-Level use the OCR examining board. Coursework makes up 60% of the final marks, whilst examination work (a controlled test) comprises the other 40%.

Digital resources in Photography include 20 iMacs, four Macbooks, ten compact cameras, one SLR camera with various lenses, and three photographic printers. The majority of our A-Level students who remain within the field go on to esteemed art, media, and photographic courses, or highly credible positions in the photographic or media industries.

Physical Education.

The PE Department has ambitious aims for its pupils. Through their study of PE and pursuit of sport, pupils not only develop their psychomotor skills, co-ordination, mobility, flexibility, strength and fitness, but also develop the capacity to sustain exercise and appreciate the importance of exercise in maintaining a healthy life. They also learn the concepts of fair play and sportsmanship and develop an appreciation of creative and aesthetic movement.

Pupils follow a broadly based curriculum in Year 7-10. During the year, the activities promoted in these years include Athletics, Badminton, Basketball, Cricket, Dance (Girls), Fencing, Gymnastics, Netball, Rounders, Soccer, Swimming, Tennis, Trampolining and Sports Leader Award.

The GCSE Physical Education course is an option open to all Year 10 pupils. The syllabus covers a number of topic areas, such as 'developing skills, techniques and motivation', 'developing physical and mental capacity', and 'informed decision making using the principles of training'.

A large number of lunch-time and after-school clubs are offered in a variety of activities every day, taken by both PE staff and professional

Pastoral Care

coaches. The clubs on offer during the autumn and spring terms include basketball, badminton, football, netball, table tennis and trampolining. In the summer, athletics, cricket, rounders and tennis are offered. The College fields teams, which regularly participate in competitive fixtures with other schools in the District and in the Maccabi League, in athletics, soccer, netball, basketball, cricket, tennis, athletics, trampolining, swimming, fencing and rounders.

Science.

The teaching of science is based on an imaginative, creative curriculum, which aims at promoting awareness of current developments and applications in science. The department seeks to promote enthusiasm, curiosity and understanding in all its pupils about themselves and the world about them, and to develop the skills of drawing conclusions and evaluating results from detailed observation and analysis.

In Years 7-9, pupils are encouraged to adopt an investigative approach, and practical laboratory work forms an integral part of their studies. In Year 7, Science is timetabled as a single subject; from Year 8 onwards, pupils study Biology, Chemistry and Physics as discrete subjects and are setted according to ability.

In Biology, lower-school pupils study living organisms at a relatively elementary level. They build upon this study during their GCSE course to gain a much deeper understanding of the complexity of cells and organisms and of the interaction of organisms with each other and with the environment.

In Chemistry, lower-school pupils make detailed observations of chemical reactions. In the upper school they build upon their knowledge and are able to give more detailed explanations of why chemical reactions take place, with reference to atomic structure and bonding.

In Physics, lower-school pupils begin to study the nature of forces, energy, electricity, and waves so that as they move into the GCSE course they can appreciate the effects of these phenomena and their uses.

GCSE courses available are Edexcel IGCSE Triple Award Science and AQA GCSE Science and Additional Science. These courses provide a firm foundation for the study of Biology, Chemistry and Physics at AS and A Level. Many pupils proceed thereafter to study science-related subjects, including Medicine, Biochemistry and Engineering, at prestigious universities.

Sixth-Form Subjects.

There is a separate Sixth Form Prospectus and Sixth Form Information Book which contain details of the programmes of study in subjects offered only at AS and A Level.

The happiness and welfare of every pupil at Immanuel College is of the utmost importance. In March 2010, the inspection team of the Independent Schools Inspectorate noted 'the excellent quality of pastoral care' at the College and commented on how 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school.'

Immanuel College's Director of Pastoral Education and her team work with pupils, teachers and parents to ensure that pupils are nurtured, valued and supported when the need arises. The individual attention provided gives pupils the skills, confidence and motivation required to enable them to perform to their optimum.

General

Policies.

The school policies can be consulted on, and downloaded from, the school's website, www.immanuelcollege.co.uk.

The documents available include:

- The Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Policy
- Disability Policy
- Educational Visits Policy
- Fire Safety Policy
- First Aid Policy
- General Pupil Information (including uniform)
- Illness, Accident and Signing Out
- Guidelines Relating to the School's Jewish Ethos and Kashrut
- Laptop Policy
- Risk Assessment Form for Educational Visits
- Security Procedures
- School Emergency Plan and Evacuation Policy
- Special Educational Needs and Learning Difficulties Policy.

Catering.

All pupils in Years 7 to 11 are required to eat the school lunch provided. Pupils may not bring their own food onto the premises, as the school adheres to an orthodox kashrut policy. The daily menu always offers a choice of a hot meat lunch, vegetarian option, jacket potato, and sandwiches. There is also a salad and fruit bar. The menu rotates on a fortnightly basis and pupils select before term starts which lunch option they would like on any given day.

Uniform.

Pupils at the Senior School are required to wear formal school uniform (details of which are available on the school website).

External validation

Independent Schools Inspectorate Inspection, March 2010.

In March 2010, Immanuel College underwent an inspection by the Independent Schools Inspectorate. Its report was exceptionally positive in its evaluation of the school's work and life.

The inspectors noted that:

- 'Standards are excellent' in relation to the quality of pupils' achievements, learning and attitudes;
- 'Pupils' results at GCSE are high in comparison with all maintained schools; at A level they are high in comparison with maintained selective schools';
- Throughout the school 'pupils make excellent progress in relation to their above average ability, showing an exceptional grasp of Jewish language, culture, faith and practice, in addition to achieving success in examinations across the secular curriculum';
- Pupils 'bring their love of learning and considerable perseverance to a curriculum that has an exceptional range of study';
- Pupils have 'a strong sense of identity, reflecting their excellent personal development';
- 'Both pupils and parents are extremely positive about the excellent quality of pastoral care', noting that 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school';
- 'Each individual is cared for and valued equally';
- 'The school is quietly but outstandingly led and its day-to-day work is underpinned to an exceptional degree by the Senior Leadership Team's clear set of values and principles'.

The full inspection report may be downloaded from the school's website or from www.isi.net.

Immanuel College's admission into the HMC, July 2010.

In July 2010, Immanuel College was admitted into the membership of the HMC (Head Masters' and Head Mistresses' Conference) after a rigorous inspection process. The HMC represents the heads of over 250 of the leading independent schools in the UK and overseas and aims at exemplifying excellence in independent education.

Immanuel College is one of the youngest senior independent schools to gain membership of the association, and this development constitutes a milestone in the school's development since its foundation in 1990.

The HMC inspection process was searching and challenging. No fewer than 47 lessons were observed by the visiting HMC inspectors during their three-day visit in March 2010. They probed in a thorough and searching way into every aspect of the school's organisation, management, structure and finances, as well as the quality and range of its curricular and co-curricular programmes.

When Chief Rabbi Lord Jakobovits founded the school, he envisaged that Immanuel, as well as providing an inspiring Jewish education, would achieve the high educational standards associated with the best non-Jewish independent schools. The accolade of HMC membership confirms that this has been achieved.

More details about the HMC are available from its website, www.hmc.org.uk.

Governors and Academic Staff

The Board of Governors

Mr Edward Misrahi (Co-Chairman), BA Econ (Hons)
Professor Anthony Warrens, DM (Oxon), PhD, FRCP, FRCPath, FEBS, FHEA (Co-Chairman)
Mr Richard Werth (Deputy Chairman), BSc (Hons), ACA
Mr Andrew Baker, MA
Mr Anthony Pins (Treasurer), FCA
Mr Michael Dangoor, BSc (Hons)
Mrs Lynda Dulloop, BA (Hons)
Mrs Ruth Hoyland, BSc (Hons)
Mr Tim Isaacs
BSc Econ (Hons), ACA
Dr David Kennard, PhD MBA MRPharmS
Mrs Annette Koslover, LLB
Lord Jon Mendelsohn
Mr Michael Metliss, BA (Hons)
Dr David Richardson, BA, PhD
Mrs Michelle Sint, MA

Rabbinic Advisor

Dayan Ivan Binstock, BSc

Clerk to the Governors

Mr Adam Harris, Bsc, FCCA

Teaching Staff

Head Master

Mr Charles Dormer, MA
(Cantab.)

Deputy Head: Academic

Mr Martin Blain, MA (Cantab),
PGCE, NPOH

Deputy Head: Pastoral Care and Pupil Progress

Mrs Beth Kerr, BSc

Deputy Head: Jewish Life and Learning

Rabbi David Riffkin, BA, MA

Assistant Head Teachers

Mrs Ruth Solomons, BSc
(hons), MA (Ed.), MBA
Mrs Judith Graham, B.A.,
Director of Sixth Form

Assistant Masters and Mistresses:

*Heads of Departments are
printed in bold; thereafter, staff
are listed in alphabetical order.*

Academic Support

Mrs Sue Fishburn, BA RSA
Dip. SpLD

Mrs Maureen Gatsky, Sp. LSA
Mrs Shelley Gladstone, BA
Mrs Gill Strauss, B.Sc RSA
Dip. SpLD
Mrs Dawn Trober, Sp. LSA

Art (Fine Art)

Mrs Alison Ardeman, BA
Mrs Hinda Golding, Cert. of Ed.
Mrs Bettina Jacobs, BA
Mrs Lesley Peacock,
CertSocSci, *Art Technician*
Miss Susan Ribeiro, BA,
*Deputy Head of Lower School
Art, Joint Head of Year 7*

Art (Photography)

Mrs Neha Vadera, BA
Mrs Dawn Gouldie, BA, MA

Business Communications, Information and Communications Technology; Computing

Mr Mario Brzezinski, BSc,
Senior Teacher
Mrs Naina Kanabar, BSc

Careers

Mrs Martine Travers, BSc

English

Mr Gordon Spitz, BA MA
Mrs Naomi Amdurer BA,
Deputy Head of Middle School
Mrs Elisa Angel, BA
Miss Naomi Grant, BA
Mr Jonathan Kerridge Phipps,
MA
Mrs Anne Pattinson, BA
Assistant Head of English

Geography

Mrs Anna Blain, BA MA,
Head of Department
Mr Nick de Carpentier, BA
Mrs Barbara Davis, BA (Hons)
Mr Lee Raby, BA

Hebrew (Biblical)

Mr Michael Gillis, BSc MA

Hebrew (Modern)

Mrs Mazal Nisner, BEd
Mrs Naama Fialkov,
Montessori certified
Mrs Vardit Sadeh-Ginzburg,
BA MA

History

Mrs Sharron Shackell, BA
Mrs Judith Graham, BA,
Director of Sixth Form
Mrs Laura Hill, BA

Jewish Studies; Religious Studies

Rabbi David Riffkin, BA, MA,
*Deputy Head
(Jewish Life & Learning)*
Rabbi Amos Azizoff
Mr Danny Baigel, BA,
Head of Jewish Life
Mr Alexander Coope, MA,
Philosophy & Ethics
Mr Frederick Isaac, BA MA
Mrs Deborah Unsdorfer, BSc
Rabbi Eliezer Zobin, MA,
*Head of Sixth Form JS,
Rosh Bet Midrash (ICBM)*
Mrs Hadassa Cohen,
Bet Midrash Programme
Mr Bradley Conway,
Bet Midrash Programme
Mrs Elizabeth Feigin, B.Ed
(Cantab.),
Bet Midrash Programme
Mr Zach Gold,
Bet Midrash Programme

Mathematics

Ms Kalpana Patel, BA MBA
Mrs Rosina Abraham, BSc
Mr Martin Blain, MA (Cantab.),
Deputy Head (Academic)
Mrs Ruth Davis, BA
Mrs Yaffit Gordon, BSc
Mr Daniel Littlestone, BSc
MSc MPhil
Mrs Annette Weinberg, BSc
Mrs Sara Wolman, BSc

Modern Languages

Mr Paul Abrahams, BA
Mrs Naomi Amdurer, BA
Deputy Head of Middle School
Miss Sarah Perlberg, BA
Mrs Lili Schonberg, BA
BSc (Ed.)
Mrs Claire Shooter, BA

Peripatetic Teaching Staff

Mrs Samantha Dehaan, BA
Singing
Mr Patrick Dodds, BA (Hons)
PGDip GTCM, *Brass*
Miss Lindsay Evans, BMus,
Percussion
Dr Alexander Flood, BA (Oxon)
MMus PhD ARCO, *Pianoforte*
Mr Richard Herdman, BA,
*Guitar & Guitar Ensemble Bass
Guitar Acoustic/Electric*

Mrs Rebecca Randall, FTCL,
Violin and Theory of Music
Mrs Mandy Sherman, GRSM
ARCM PGCE, *Clarinet,
Saxophone*
Mrs Hattie Webster, BA Hons
MSc Dip. Perf. ABRSM, *Flute*

Performing Arts

Mrs Joanna Fleet, BA,
*Head of Upper School and
Performing Arts*
Ms Laurel Endelman, BA,
*Head of Middle School &
Drama*
Mr Nicholas Garman, BA
PGCE, *Director of Music*

Personal & Social Health Education

Ms Laurel Endelman, BA MA,
Head of Middle School
Mrs Deborah Unsdorfer, BSc

Physical Education

Mr Phil Monaghan, BA
Miss Helen Lord, BSc,
Head of Girls' PE
Mrs Beth Kerr, BSc
*Deputy Head (Pastoral
Care & Pupil Progress)*
Mrs Lorraine Conetta, B.Ed
Mrs Jaime Minter-Green, BSc
Mr Lee Raby, BA,
Head of Boys' PE

Psychology

Mrs Helen Stephenson-
Yankuba BSc
Miss Natalie Lancer, MA (Oxon)
MA (London), *Director of
Higher Education*
Mrs Melissa Resnick, MPhil

Science

Mr Felix Posner, BSc,
Head of Department,
Mr Charles Dormer, MA
(Cantab.), *Head Master*
Ms Saadia Bokhari, BSc MEd,
Head of Chemistry
Dr Eleanor Lipman, Ph.D BSc
Mr Eli Mamane, MSc
Mrs Sue Muswell, BSc, MSc,
MSB
Mrs Ruth Solomons, BSc
(hons), MA (Ed.), MBA

Mrs Camilla Turze, BSc, *Key
Stage 3 Coordinator*
Mr Charles Wakely, BSc,
*Head of Physics,
Head of Electronics,
Deputy Head of Upper School*

Science Support Staff

Mr Peter Allison,
Chief Science Technician
Mrs Paulette Hutchison,
Laboratory Technician
Mr David Lloyd,
Technology Technician

Sociology

Mrs Emma Phillips, BA Dip.
Soc. Admin BSW

Library

Mrs Janet Leifer, BA MA
MCLIP, *School Librarian*
Mrs Amanda Goodman,
B.Med.Sci. (Speech) Dip. Lib.
Assistant Librarian
Mrs Laura Samuels, *Library
Assistant*

Bursar

Mr Adam Harris, BSc (Hons)

Head Master's Secretary

Mrs Jennifer Munitz

Admissions

Mrs Lynda Dulloop, BA (hons),
*Director of Admissions,
Parental Liaison and
Fundraising*
Mrs Celia Rabstein,
Admissions Co-ordinator

Child Protection

Mr Charles Dormer, *Head
Master, Designated Senior
Person in charge of Child
Protection*
Mrs Beth Kerr,
*Deputy Head in charge of
Pastoral Care and Pupil
Progress, Deputy Designated
Senior Person in Charge of the
Child Protection*
Mrs Alexis Gaffin,
*Acting Director of Prep School,
Deputy Designated Senior
Person in Charge of Child
Protection*



Immanuel College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.



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*All information contained in
this prospectus was correct
at the time of going to print,
and is subject to change.*