



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**MONITORING VISIT**

**LONDON BROOKES COLLEGE**

**(Company Registration No. 6683232)**

Full Name **London Brookes College**

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Website <http://www.londonbrookescollege.co.uk>

Principal Mr Ishtiaq Ahmed

Proprietor Mr Ishtiaq Ahmed

Age Range 16+

Total number of students 74

Numbers by age and type of study

Under 16:	7
16 – 18	26
18+:	41
FE only:	74

Inspection date **28 Nov 2017**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 London Brookes College is an independent sixth form college located in Hendon, North London. It was established in 2008 and aims to provide every student with the skills, knowledge and understanding to achieve their full potential. It is governed by a board of governors who focus on academic matters, and a board of directors that focuses on the business and financial aspects of the college. The proprietor of the college is also the principal and takes an active role in a day-to-day management of the college.
- 1.2 The college provides a wide range of GCSE, AS and A2 courses for students seeking a place at university. Enrolment takes place in September each year, and all students are interviewed and assessed prior to enrolment. Admission to the college is based on students' attitude, ambition and motivation.
- 1.3 At the time of inspection there are 74 students enrolled at the college. The large majority are from the UK, and the remainder are from a wide range of countries. Almost half are under 18 and there are 7 students who are under the age of 16. There is an almost equal number of males and females at the college. Very few students do not speak English as a first language. At the time of the inspection no students were identified with additional learning needs.
- 1.4 The recommendations from the previous report are:
- Provide staff development opportunities to ensure all staff have appropriate skills in teaching, peer observation and tutorial support for students.
  - Formalise written feedback and use of ILPs to enable students to understand how best to improve and manage their own learning.
  - Ensure that appropriate media resources are available to staff to increase the range of teaching and learning strategies.
  - Develop a clearly documented strategy for the management of policies and to reflect changes in the college's provision.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 18-20 October 2016 the college was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Courses are well planned to meet the needs of students, and meet the definition of an approved qualification as set out in Home Office guidance. Teaching is good. Students enjoy learning and participate very well in lessons. The use of Individual Learning Plans (ILPs) has been improved since the previous inspection and students receive detailed feedback on their progress. As a result, they are better informed on how to improve and can successfully manage their own learning. Teachers use adequate resources very effectively in class and the college has invested in a small number of additional resources to enhance learning, including an online learning platform which is still in its development stage. However, there is a limited range of suitable media resources to increase the range of teaching and learning strategies. Teachers are very knowledgeable and engage students very well. Assessment of students' learning is effective, and students make good progress. Students' achievements in external examinations have improved overall since the previous inspection.
- 2.3 Students' welfare, including health and safety, is good. The college premises are fit for purpose, with a good level of security. Appropriate actions are taken to reduce the risk of fire and other hazards, and there is an appropriate number of trained staff to deal with first aid, safeguarding and emergency evacuation. Accurate registration and attendance records are maintained effectively. Pastoral support is good. Relationships in the college are positive and students have good access to support on personal issues from form tutors, if required. However, effective systems to protect students from risks associated with radicalisation and extremism have not been fully implemented as a small number of staff have not received training on Prevent duty. Arrangements for safeguarding students under the age of 18 are effective. Suitable checks are carried out on staff and all staff have received basic training appropriate to their roles. However, most staff who have regular unsupervised contact with children have not received effective training on disclosures.
- 2.4 The effectiveness of governance, leadership and management is good. Clear educational direction is provided by the proprietor of the college, who is actively engaged with the day-to-day running in his role as principal. A range of appropriate policies are implemented effectively, and a clearly documented strategy for the efficient management of policies has been introduced that ensures changes in the college's provision are properly reflected in updated policies. The college is successful in recruiting, supporting and developing high quality staff, and in ensuring their suitability to work with students. Since the previous inspection, the college has provided a range of teacher training activities, including on managing tutorials, and has improved arrangements for peer observations. Quality assurance is good and

any weaknesses identified are tackled well. Data on students' achievements is not fully analysed to address changing trends in success rates and therefore implement strategies to prevent decline.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendations in this area from the previous inspection report are:
- Formalise written feedback and use of ILPs to enable students to understand how best to improve and manage their own learning.
  - Ensure that appropriate media resources are available to staff to increase the range of teaching and learning strategies.
- 3.3 The college has made excellent progress towards the first recommendation. Written feedback on students' work is detailed, and suitable ILPs are now used effectively in all subjects and for all students. Feedback from students is that they are very happy with the way in which their progress is monitored and fed back to them, allowing them to gain insight into both incremental and long term achievements, and to understand how best to improve their learning. Inspectors agree. Learning goals are shared effectively with students and they sign off the ILPs, enabling them to successfully manage their own learning.
- 3.4 The college has made satisfactory progress towards the second recommendation. Management has invested in a small number of laptops and mini projectors for use in classes, although inspectors did not observe them in use. Static whiteboards are used effectively in classes, enabling complex oral explanations by teachers to be supplemented visually and supporting note-taking by students. However, there is a basic range of resources in classes and, as a result, the range of teaching and learning strategies used by teachers is limited. The college has also set up an effective online learning platform that enables students to access learning materials and complete activities outside of the formal taught sessions. The platform is being accessed regularly by students but it is too soon to evaluate its impact on learning.
- 3.5 Course provision is good. Courses are well suited to the ages, needs, language capabilities and aspirations of the students, and enable them to learn and make good progress. There is a clear statement of educational purpose, and there are clear, detailed planning systems in place that lead to a good learning experience. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in Home Office guidance.
- 3.6 The quality of teaching is good. Teachers use effective teaching methods to develop students' knowledge and understanding, and to fully engage them in learning. Classes are very well planned to enable students to make good progress during sessions. Students are enthusiastic and participate very well in class. Teachers demonstrate strong subject knowledge, and are skilled in imparting information and ensuring students' understanding of topics. Complex concepts are clearly explained and made accessible to all students. Assessment of students' progress and

understanding is good. Questioning is used well in classes by teachers and students to confirm knowledge and deepen understanding, and students work cooperatively during questioning to maximise learning. Regular tutorial support for students is very good, and additional tutorials and 1:1 support are freely available to students upon request, providing opportunities for them to improve performance and achieve a greater depth of understanding of the subject.

- 3.7 Progress and attainment are good. Students reach good levels of attainment based on their starting points and the length of their courses. Courses enable students to make good progress and, overall, success rates in external examinations have improved since the previous inspection and remain higher than the national average. However, in a small number of subjects, the percentage of students achieving a high pass rate has declined.

#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The management of health and safety is good. The college buildings are fit for purpose and maintained to a satisfactory level of decoration. Security arrangements are effective in ensuring the safety of students and staff. Appropriate measures are implemented well to reduce risks from fire and other hazards. Key members of staff responsible for fire marshal duties, first aid and safeguarding are clearly identified in all rooms, and there is clear emergency exit signage throughout the building. Fire drills take place regularly. There is a clear health and safety policy in place that is implemented effectively, and students report that they feel safe and are safe within the college. Inspectors agree.
- 4.3 The college maintains accurate and detailed registration and attendance records. Attendance and punctuality are very good, and any absences are questioned promptly. Effective systems are in place for reporting students under Tier 4 visa arrangements to the Home Office where there is a failure to enrol or attendance requirements are not met. Clear terms and conditions for the payment and refund of fees and deposits are made available to students on the website and in written literature.
- 4.4 Pastoral support for students is good. Form tutors effectively oversee the wellbeing of students in their classes, and feedback from students shows that they feel there is a staff member available if they have a personal problem. Inspectors agree. Relationships between staff and students are very good, and there are effective arrangements in place to promote equality and tackle discrimination. However, a small number of staff are not aware of Prevent duty and systems to protect learners from the risks associated with radicalisation and extremism are not fully implemented.
- 4.5 Safeguarding arrangements for students under the age of 18 are effective. There is a suitable safeguarding policy in place that is reviewed annually, and a suitable code of conduct for staff which includes whistleblowing procedures and expectations. All staff have received adequate basic online training on how to identify and respond to signs of abuse, but very few staff working regularly with students under age 18 and vulnerable adults have been trained to respond to disclosures from students. A single central register is kept of all checks on all staff, including enhanced Disclosure and Barring service (DBS) checks of all staff. There are two senior members of staff who act as Lead Safeguarding Officers, and they have received appropriate training for their roles.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Provide staff development opportunities to ensure all staff have appropriate skills in teaching, peer observation and tutorial support for students.
  - Develop a clearly documented strategy for the management of policies and to reflect changes in the college's provision.
- 5.3 The college has made good progress on the first recommendation. There has been a suitable range of continuing professional development events since the previous inspection that have enabled teachers to develop, for example, questioning techniques and the use of role plays in the classroom. Teachers receive appropriate oral feedback from informal departmental observations, and undertake mini observations of their peers. These support the identification of weaknesses that are monitored and lead to improvements in the quality of teaching. Teachers have also received suitable guidance on providing effective tutorial support for students and, as a result, students reported that tutorials gave greater depth to their understanding.
- 5.4 The college has made good progress on the second recommendation. An effective strategy that allocates ownership of specific policies to a member of the senior management team has been introduced. As a result, policies have been reviewed and updated, where necessary, and ensuring changes in the college's provision have been properly reflected in updated policies.
- 5.5 Leadership and management are good. The leadership of the college provides effective educational direction, as reflected in the quality of education, the care of the students and the fulfillment of the college's aims. The proprietor of the college is actively engaged with the day-to-day management of the college in his role as principal. He has an effective relationship with senior staff and delegates responsibilities well within a small but effective senior management team. Senior leaders are effective in ensuring there are suitable resources in place. The college is very effective in securing and developing high quality staff and in ensuring their suitability to work with students.
- 5.6 There are suitable quality assurance mechanisms in place that lead to the clear identification of weaknesses, and management is successful in taking appropriate actions to address them. Data on students' achievements in external examinations is collated and compared with previous years but there is limited analysis of data by management to identify reasons for a decline in performance in some subjects and to prevent a reoccurrence.

- 5.7 Appropriate legal permissions are in place. Prior to confirmation of an appointment, appropriate checks are carried out to confirm their identity and right to work in the UK. Suitable references are taken up and verified, and qualifications are checked. All teaching staff have strong academic qualifications and most have teaching qualifications.

## 6. ACTIONS AND RECOMMENDATIONS

The college has maintained the good quality found at the last inspection.

### Recommendations for further improvement

In order to further improve the good quality provided, the college should:

- Ensure staff who have regular, unsupervised access to students under the age of 18 have received training on disclosures.
- Provide suitable training to all staff on Prevent duty so they can support students to identify risks associated with radicalization and extremism.
- Analyse student performance data to identify and address any changing trends in achievement rates.
- Ensure media resources are made available and used by staff to increase the range of teaching and learning strategies.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Ms Ann O'Toole	Lead Inspector
Ms Bridget Atkinson	Team Inspector