



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

MONITORING VISIT

LONDON BROOKES COLLEGE

Company registration number – 06683232

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 15+

Total number of students 59

Numbers by age and type of study

Under 16:	9
16 – 18	37
18+:	13
FE only:	59

Inspection date **30 October 2018**

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 a private sixth form college located in Hendon, North London. The college 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 who focus on the business and financial aspects of the college. The proprietor of the college, who is also the principal, is supported in the day to day running of the college by the senior management team.
- 1.2 The college offers a wide range of IGCSE and A level courses for students seeking university entrance. Enrolment takes place in September. All students are interviewed and assessed prior to acceptance. Admission to the college is based on students' attitudes, ambitions and motivation.
- 1.3 At the time of the inspection there were 59 students enrolled in the college. The large majority are from the UK and the remainder come from a wide range of countries world-wide. Most students are under the age of 18 years and there are nine students under the age of 16 years. The majority of students are male with a large minority of female students. All students speak English as their first language. At the time of the inspection, no students were identified with additional learning needs.
- 1.4 There were no Tier 4 visa students enrolled at the time of the inspection.
- 1.5 The college was previously inspected on 28 November 2017 when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
- 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 radicalisation 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.

2. SUMMARY OF FINDINGS

- 2.1 **The language school meets expectations.** At the previous inspection of 28 November 2017 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, with elements of excellent. The educational purpose of the college is clearly stated and effectively supported by well focussed schemes of work and lesson plans. Course provision is good and appropriate to all students. Consequently, all students learn well and make good progress. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Initial assessment is effective in placing students in appropriate classes and in generating effective individual learning programmes (ILP) by which individual students can be successfully tracked. Students are given useful support when needed. The quality of teaching is good with elements of excellence and enables all students to progress well. In a small number of lessons, more able students are not sufficiently challenged. Classes are well planned and teachers are very well qualified and experienced in their subject areas. There is a lack of computer resources in classrooms. Assessment of students work is regular and timely. The new system in place to track student progress across subject areas is effective in identifying areas for improvement. Both students and parents appreciate how well they are informed of progress made. Attainment compares favourably with external benchmarks.
- 2.3 Students' welfare, including health and safety, is good. The management of health and safety is satisfactory, with appropriate risk analyses completed for all activities both in and outside of the college. All fire regulations are met. College buildings are fit for purpose. The college is adequately decorated and maintained. Student registration and attendance records are accurately kept. There is an appropriate procedure in place if there are concerns regarding Tier 4 visa students. Pastoral care is excellent. A highly effective programme is in place to coordinate personal and academic issues. Students are very happy with the level of individual support they receive. Effective careers advice is available and students receive good support with university admissions procedure. Safeguarding arrangements are satisfactory. Teaching staff have undergone recent training in safeguarding and Prevent. However, administration staff have not yet undertaken this training. All national guidance requirements are met.
- 2.4 The effectiveness of governance, leadership and management is good. The educational direction of the college is clear and shared accurately with all staff and students. Effective strategic planning ensures the continued stability of the college. The management of the college is good and ensure that priorities are identified and met. Appropriate policies are in place but the monitoring of their implementation is inconsistent. Quality assurance is good and uses both student feedback and staff appraisals to accurately identify areas for improvement and to deal effectively with these. Formal recording of the monitoring of decisions and actions is not yet consistent across all areas of the college. Staff recruitment is rigorous and all pre-

employment checks are completed before a new staff appointment is confirmed. A single central register is accurately kept and updated regularly.

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:
- Analyse student performance data to identify and address any changing trends in achievement rate.
 - Ensure media resources are made available and used by staff to increase the range of teaching and learning strategies.
- 3.3 Good progress has been made in analysing student data. External examination results are now compared and trends tracked. Students' progress on their individual learning programmes (ILP) is now tracked weekly and patterns identified across subject areas. However, this programme is still in its infancy. Students are pleased with the increased level of feedback they receive from this and the positive effect this has on their progress rate.
- 3.4 Satisfactory progress has been made in addressing the second recommendation. Two projectors are now available to staff for pre-booking to use in their lessons. Students appreciate the more interesting lessons that they receive when these projectors are used in classes. Students and staff use the learning management system effectively to support learning. Students appreciate its usefulness in gathering appropriate resources. There is still limited availability of computers and projectors in classrooms.
- 3.5 Course provision is good. The educational purpose of the college is clearly stated in the mission statement and effectively supported through comprehensive and well focussed schemes of work. Lesson plans are used well to ensure that this leads to a good learning experience for students. All the courses are appropriate to the ages, aptitudes, and language capabilities of students and enable all students to learn and make progress.
- 3.6 Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.7 Initial assessment is rigorous and is highly effective in placing students appropriately so they make good progress from the beginning of their courses. Students are given appropriate support when needed to help them progress well.
- 3.8 The quality of teaching is good with some evidence of excellent practice. It enables most students to make clear progress and meet their personal and career goals. In a small number of lessons the more able students were not sufficiently challenged and those less able did not meet the lesson objectives. In these lessons, the teaching relied too much on teacher-led activities which did not engage all students.

- 3.9 Most classes are very well planned, engage students' interest and encourage them to participate and make progress. Class time is well managed. Teachers are very well qualified in their subject area and have good experience in their chosen field.
- 3.10 Assessment of students' work is good. The college coordinates information from class teachers to assess students' progress across a range of subjects and tracks that progress effectively against students' ILP. Students are very happy with the feedback they receive from teachers. Parents are kept very well informed through regular and detailed academic reports. Parents appreciate being so well informed.
- 3.11 Attainment and progress are good. The recent addition of tracking of examination results, test grades and homework grades has helped to ensure that students' achievement goes beyond minimum target grades. All courses are externally assessed by recognised examination boards. Overall student performance compares favourably to national benchmarks and National Qualification Framework (NQF) requirements.

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 recommendations in this area from the previous inspection report are:
- Ensure staff who have regular, unsupervised access to students under the age of 18 have received training on disclosure
 - Provide suitable training to all staff on Prevent duty so they can support students to identify risks associated with radicalisation and extremism.
- 4.3 Satisfactory progress has been made in addressing the first recommendation. All teaching staff have undergone training in disclosure relating to child protection incidents. Administration staff, who spend a good amount of time with students in the reception area, have not yet undergone this training.
- 4.4 Satisfactory progress has been made in addressing the second recommendation. All teaching staff have completed the first module of a Prevent programme. Plans for the completion of this programme are set in the annual professional development programme.
- 4.5 Health and safety provision is satisfactory and meets expectations. Appropriate risk analyses have been completed for all activities in and outside of the college. All fire regulations are met and accurate records are kept of all tests and maintenance.
- 4.6 Having regard to the number, age and needs of students, the college buildings are fit for purpose and adequately maintained with regard to the health and safety. The college is clean and hygienic and is adequately decorated. Furniture and fittings are old and worn but appropriately designed for the age and needs of all students.
- 4.7 Student registration and attendance records are excellent. The college maintains an accurate admissions and attendance register. There is an appropriate procedure in place for informing the Home Office of concerns regarding Tier 4 visa students should there be a need to do that.
- 4.8 Pastoral care is excellent. There is a highly effective process in place to ensure that information regarding students progress is coordinated accurately and used to support the students effectively. Students feel safe and happy at the college and appreciate the level of individual care and support they receive.
- 4.9 Careers advice is good. Students receive support in completing their university entrance procedure. Guest speakers are invited to speak to students to inform and motivate them to explore a variety of career goals.
- 4.10 Safeguarding arrangements are satisfactory and all national guidance is met. An appropriate policy is in place and known to staff and students. All staff, including the designated safeguarding lead (DSL), are appropriately trained and the training is up to date. The DLS is now aware of the changes to the most recent national guidance,

Keeping Children Safe in Education of August 2018, and the government's proposed changes to local safeguarding provision. The college has not yet engaged with the newly proposed multi agency group for the management of child safeguarding matters which may impair access to updates.

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 Ownership and oversight is excellent. The educational direction of the college is clear and the proprietor is highly effective in ensuring that it successfully pervades all activities in the college. Effectively strategic planning ensures the continued stability of the college.
- 5.3 Management structures and responsibilities are satisfactory. Relationships within the college are cordial and communication, though informal, are effective in sharing accurate information. Agendas for meetings are accurately recorded but the minutes and action log of meetings are not always formally recorded so that evidence of effective monitoring is difficult to identify. That some monitoring occurs is evident from discussion with staff and from the college development plan.
- 5.4 Appropriate policies are in place but not always implemented consistently. For example, there are instances where student use of cooking facilities is not properly monitored.
- 5.5 Quality assurance is good and uses student feedback together with lesson observation data to identify priorities. Priorities are identified accurately and plans are developed to meet these priorities. However, the impact of these plans is not always recorded formally and monitored so cause and effect of improvements is difficult to identify. However, it is clear that improvements are made in accordance to the development plan of the college.
- 5.6 Staff recruitment is rigorous. All required pre-employment checks are carried out to confirm identity and right to work in the UK prior to confirmation of appointment of staff. All appropriate staff have a current Disclosure and Barring Service (DBS) check to confirm their suitability to work with students under 18 years.
- 5.7 These suitability checks are summarised in the single central register which is accurate and updated regularly.
- 5.8 The college complied with all requests for information regarding the inspection.

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 that all lessons cater effectively for the more able students so they can be challenged academically.
- Establish a protocol for monitoring and recording the impact of management decisions on school procedures and functioning.
- Improve the use of media resources in classrooms so that a wider variety of activities may be used to engage students' interest.
- Expand the scope of staff training in safeguarding and Prevent to ensure a wider group of staff are equipped to recognise signs of concern for students.

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 and with the proprietor's representative, and observed attendance being registered at the beginning of lessons. 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 Mareve Kilbride-Newman	Lead Inspector
Dr. David Gutmann	Team Inspector