



**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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Principal Mr Ishtiaq Ahmed

Proprietor Mr Ishtiaq Ahmed

Age Range 15+

Total number of students 68

Numbers by age and type of study

Under 16:	2
16 – 18	51
18+:	15
FE only:	68

Inspection date **15 October 2019**

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 situated in Hendon, North London. Established in 2008 the college aims to provide every student with the skills, knowledge and understanding to achieve their full potential. It is governed by a board of governors whose emphasis is on academic matters and a board of directors who focus on business and finance of the college. The proprietor, who is also the principal, is supported by the senior management team in the day-to-day running of the college.
- 1.2 The college offers a range of IGCSE and A level courses in preparation for university entrance. Enrolment for courses is in September. All students are interviewed and assessed before acceptance. Admission to the college is based upon students' past results, attitude, ambition and motivation.
- 1.3 At the time of inspection 68 students were enrolled at the college the large majority from the UK and the remainder from a wide range of countries world-wide. Most students are under the age of 18 and there are two students under the age of 16. The majority of students are male. All students speak English as their first language. At the time of the inspection the college identified no students with additional learning needs.
- 1.4 At the time of the inspection there were no students studying under Tier 4 arrangements.
- 1.5 The college was previously inspected on 30 October 2018 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 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

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection on 30 October 2018, 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. The educational purpose is clear and is effectively supported by schemes of work. Course provision is good and meets the needs of students of a range of abilities enabling them to make good progress and achieve success. Courses on offer to Tier 4 Visa students meet the definition of an approved qualification as set out in Home Office guidance. Initial assessment is thorough and used effectively to place students on the most appropriate course, identify additional support needs and initiate an Individualised Learning Plan (ILP) to allow students to track their progress. The quality of teaching is good. Learning activities are planned appropriately to meet students' needs however much of the teaching is teacher-led and does not engage students sufficiently to enable them to take full responsibility for their own learning. Teachers are well qualified in their discipline although opportunities to extend teaching skills are not exploited. The use of new media projectors and Virtual Learning Environment (VLE) in supporting teaching and learning is not fully utilised by all teachers. Assessment of student work is good and constructive feedback is provided. Tracking of progress is used to set targets for improvement. Students and parents appreciate that they are informed regularly of progress. Attainment is good and matches national success rates.
- 2.3 Students' welfare, including health and safety, is good. The college provides a safe and comfortable environment for students and staff. Students are informed of the arrangements for health and safety during their induction. Clear policies inform the procedures for fire safety, first aid and security. Risk assessments carried out for the college and visits are well documented. College buildings are fit for purpose and are well maintained. The environment is clean and tidy and adequately decorated. Records of registration are accurately maintained. Attendance is effectively monitored and for Tier 4 students there is a suitable procedure for informing the Home Office in cases of concern. Pastoral care is effective and students feel well supported by staff. Adequate measures for careers guidance and assistance in making university applications are in place. Arrangements for safeguarding are satisfactory. All staff are suitably trained and updated meeting national guidance requirements.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight is good and clear direction is set for the college reflected in educational standards and care of students. Management structures and responsibilities are clear. Communication is effective although much is informal; formal meetings are documented with suitable agendas and minutes. At induction, students and staff are made aware of the extensive policies which are used to direct the action of the college. Effective quality assurance measures are in place. Student feedback and information from lesson observations are used to identify priorities for

improvement and address their development. Recruitment of staff is thorough and all appropriate checks are made prior to confirmation of appointment.

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:
- Ensure that all lessons cater effectively for the more able students so they can be challenged academically.
 - Improve the use of media resources in classrooms so that a wider variety of activities may be used to engage students' interest.
- 3.3 Good progress has been made in meeting the first recommendation. Classes are well planned to meet the needs of students of a range of abilities. Effective learning strategies are used to challenge the more able students and encourage those who experience difficulties. Worksheets with graded complexity allow all students to achieve and make clear progress.
- 3.4 The college has made good progress against the second recommendation. The installation of additional media projectors has provided opportunities for teachers to increase the range of activities within their classes and promote student involvement. Students and staff increasingly use the virtual learning environment (VLE) to good effect. However, it is not used to its full potential by all staff to support learning and assessment.
- 3.5 Initial assessment is thorough and is used effectively to place students on the most suitable course matched to their abilities and identify additional support needs, including use of English language. All students are interviewed prior to enrolment taking account of past results, motivation and career intention. This information is used well as a basis for developing an Individualised Learning Plan to enable students to track their progress and set targets for improvement.
- 3.6 Course provision is good. The educational purpose of the college is described in its mission statement and aims which are supported through appropriate schemes of work and lesson plans. Courses which are on offer to Tier 4 visa students meet the definition of an approved qualification as set out in Home Office guidance.
- 3.7 The quality of teaching is good. Teaching and assessment are largely effective with some positive characteristics but with weaknesses still to be addressed. Learning activities are planned appropriately to meet students' needs. Most students make good progress enabling them to achieve their career aims. Much of the teaching is teacher led and does not engage all students sufficiently to allow them to take responsibility for their own learning.
- 3.8 The majority of classes are well planned and promote student participation resulting in good progress but lesson plans are not consistent, varying in quality and detail. Teachers are well qualified in their subject discipline although opportunities are not

fully used to extend teaching skills through sharing good practice, peer observation or undertake formal teacher training.

3.9 Assessment of students' work is good, progress is monitored and targets set through the use of ILPs. Work is marked and returned to students within a reasonable time with constructive feedback. Students and parents appreciate that they are informed of progress regularly.

3.10 Progress and attainment are good. Student performance is tracked effectively through recording examination results, test and homework marks. Student performance compares well with the national benchmarks.

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 Health and Safety provision is good. The college provides a safe and comfortable environment for students and staff. Appropriate information is provided for students during their induction.
- 4.3 Suitable arrangements are in place to ensure the safety of staff and students. Clear policies cover fire safety and first aid supported by trained staff. Regular testing of fire safety equipment and evacuation of the premises are carried out and accurate records maintained. Security arrangements for the college are effective.
- 4.4 Thorough risk assessments are conducted for the college and for external activities including visits for which detailed records are provided.
- 4.5 Buildings are fit for purpose and are adequately maintained. The college is clean and tidy and sufficiently well decorated. Furniture and fittings meet the needs of all students.
- 4.6 Records of registration and attendance are good. There are accurate admissions and attendance registers. A suitable procedure is in place for informing the Home Office where a student studying under Tier 4 Visa Arrangements fails to register or whose attendance does not meet requirements.
- 4.7 Pastoral care is good and the students consider that they receive good support from the staff. Students have an effective induction which provides relevant information on the college and course of study. Comprehensive policies in health and safety and student behaviour are provided to outline the college's expectations.
- 4.8 Staff provide satisfactory careers guidance, which is supplemented by visiting speakers, and assist students in completion of their university applications.
- 4.9 The arrangements for safeguarding are satisfactory and meet requirements of national guidance. The College's approach is outlined in a clear policy of which staff and students are aware. All staff are suitably trained and updated. Staff are made aware of changes and current developments in the guidance for Safeguarding, Prevent and Disclosure.

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:
- Establish a protocol for monitoring and recording the impact of management decisions on school procedures and functioning.
 - 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.
- 5.3 Progress in the first recommendation is satisfactory. Summaries are generated from the outcomes of management and governing body meetings. Clear actions are recorded against an agreed timescale and accountability. The monitoring process determining the impact of management decisions on the operation of the college is incomplete and is not applied in a meaningful way in all cases.
- 5.4 Progress in meeting the second recommendation is good. All staff have received basic safeguarding training and new staff are required to undertake training. Senior members of staff have been appointed as safeguarding lead and deputy and have received training at the appropriate level. Links have been made with the Local Authority Designated Officer (LADO) and resources made available to support further training and updating. Students are made aware of the college's policy and they know what actions to take when they have issues or concerns.
- 5.5 Ownership and oversight is good. Governance and management have set a clear direction for the college ensuring that the education is high quality and the care and support of students is a priority. Strategic planning is effective and reinforces the future development of the college.
- 5.6 Management structures and responsibilities are satisfactory. Communication between staff and managers is informal but effective. Formal meetings are held regularly and are well documented.
- 5.7 Extensive, well written policies are in place to direct the activities of the college but are not always fully implemented. Students and staff are made aware of the actions dictated by the policies at induction. Good procedures are in place to review and monitor policies for effectiveness.
- 5.8 The college has an appropriate complaints policy which allows for records of each stage and actions taken. Should the complaint fail to be resolved internally the complainant may seek impartial, independent, external arbitration
- 5.9 Effective quality assurance processes are in place to raise standards and address areas for development. Student feedback and information from lesson observations

and appraisal are used well to identify priorities for attention. Self-evaluation is used to good effect to prioritise actions.

- 5.10 Staff recruitment is thorough. All necessary checks are made prior to confirmation of employment including, identity, right to work in the UK and employment record. All staff have a current Disclosure and Barring Service (DBS) check to confirm their suitability to work with students under the age of 18.
- 5.11 Checks for suitability are summarised in the single central register which is accurately recorded and regularly updated.
- 5.12 The college made all information available at the request of inspectors in a timely manner.

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:

- Develop a VLE platform which can be used to its full potential by all staff and students to support administration and learning.
- Make arrangements for lesson observation opportunities for all teaching staff to share good practice in teaching and learning.
- Ensure all staff have the opportunity to undertake formal training in teaching and learning skills.
- Promote greater consistency in lesson plans, improving both quality and detail, to create a positive learning experience for students.
- Use a student-centred approach in teaching to encourage students to take greater responsibility for their own learning.

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 and a governor. 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

Mr Peter Wood	Lead Inspector
Mr Simon Bellamy	Team Inspector