



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

LONDON BROOKES COLLEGE

(Company Registration No. - 6683232)

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| Full Name | London Brookes College |
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| Email Address | info@londonbrookescollege.co.uk |
| Website | www.londonbrookescollege.co.uk |
| Principal | Mr Ishtiaq Ahmed |
| Proprietor | Mr Ishtiaq Ahmed |
| Age Range | 15+ |
| Total number of students | 73 |
| Numbers by age and type of study | Under 16: 4 16 – 18 54 18+: 15 FE only: 73 |
| Inspection dates | 18-20 October 2016 |

PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 London Brookes College is an independent sixth form college located in Hendon, Greater London. Established in 2008, it is governed by a board of governors who have an academic focus and a board of directors with a business focus. There are two student representatives on the governing body. The proprietor of the college is also the principal who, with members of the senior management team, are responsible for the day-to-day management of the college. The aim of the college is to provide every student with the skills, knowledge and understanding to achieve their full potential.
- 1.2 The college offers a wide range of subjects at AS, A2 and GCSE for students seeking a place at university. Students enrol in September each year and are interviewed and assessed prior to admission. Selection is based on previous examination results, motivation and ambition.
- 1.3 At the time of the inspection there were 73 students, almost all are from the UK and the remainder from a wide range of countries. The majority of students are over 16 years and female. Very few students do not have English as a first language. No students have been identified with special educational needs and/or disabilities (SEND).
- 1.4 The college was last inspected on the 28 April 2015 when it met all key standards and the quality of education was judged to meet expectations.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is thorough and is used well to place students on the most appropriate course to match their ability and career aspirations. Course provision and curriculum is good and reflects the college's aims to maximise students' chances of securing a place at university on a course of their choice. They are appropriate for students aged 16-18 and meet the definition of an approved qualification for Tier 4 students, as set out in the Home Office guidance. The large majority of teaching is good. Teachers frequently check learning and use a variety of activities to engage students' interest and ensure that they make good progress. Assessment is used well; however, formal written feedback for assignments is underdeveloped. As a result, students are not informed how they may improve most effectively. Teaching is well supported by suitable resources but new technologies and media resources are not fully exploited to engage students. Attainment and progress are good and success rates are high compared with national average performance. Student grades are high compared with their starting points. A very high proportion of students achieve their goal and progress to university.
- 2.3 Students' welfare, including health and safety, is good. Arrangements to promote health and safety are thorough and policies for fire safety and first aid are effectively implemented. Premises are fit for purpose and well maintained. They are regularly inspected and appropriate risk assessments carried out. Records are maintained well and actions required carried out promptly. Adequate numbers of staff are trained in first aid and as fire marshals. Systems for the registration of students and recording of attendance are effective and accurate. Pastoral care is good. The introduction of an effective form tutor system ensures that students receive consistent pastoral support on personal matters from their tutors. Relationships between staff and students are good. Child protection is good and safeguarding is well managed. The college has developed a structured enrichment programme which is effective in enhancing the students' learning experience. This includes extensive careers advice and guidance and supports student progression to university.
- 2.4 The effectiveness of governance, leadership and management is good. Oversight is effective; the proprietor in his role of principal provides good leadership and effectively promotes the college's vision and aims. Financial planning is effective and supports the further development of the college. Effective policies are implemented and reviewed but there is no clear procedure for their introduction, approval and monitoring. As a result a small minority of recently introduced activities are not governed by an appropriate policy. There is a good quality assurance policy with effective mechanisms for raising standards. The college has an effective appraisal process which makes good use of feedback, self-evaluation and lesson observation. However, this scheme is not well documented. Consequently, clear actions are not readily identified and best use is not made of opportunities for staff development to

ensure all staff have appropriate skills in teaching, peer observation and tutorial support. Staff recruitment is good and well-qualified staff are appointed following appropriate checks; staff retention is high. Information on the website is accurate and enables prospective student to make an informed choice of course.

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

3.(a) Assessment of students prior to or on arrival

- 3.1 Assessment of students prior to and on arrival is good. All students are interviewed prior to enrolment taking into account previous results, motivation and career intentions. Students who are resident overseas are interviewed through the internet and identity is verified using photo-ID in advance of the offer of a place. Further strategies to confirm identity are used before enrolment.
- 3.2 Initial assessment is good and used well. Senior managers ensure that information from initial assessment is available to all teachers and is used in planning. During the first weeks of the course the college uses feedback from the subject teachers' assessments to review student suitability for their chosen course and as a basis for the ILP for each subject. Initial assessment is used effectively to advise students on the most suitable subjects of study and duration of course. Good advice and guidance is provided by subject teachers. The college asks all students for a declaration of any learning difficulties. Where students are identified as having learning or language difficulties these are supported effectively through their tutors.
- 3.3 Students report that they receive good advice and information and that they are enrolled on an appropriate course to progress and meet their career intentions.

3.(b) Suitability of course provision and curriculum

- 3.4 Suitability of course provision and curriculum is good. The college's educational purpose is clear; students are well educated to increase their chances of securing a place on the course at the university of their choice. The college has effectively identified subjects and examination boards which most effectively meet students' ability, and enable progression to university. Courses which are on offer to Tier 4 students meet the definition of an approved qualification as set out in the Home Office guidance.
- 3.5 English language support needs are identified accurately and effective one-to-one tuition is provided where necessary.
- 3.6 The courses offered by the college are clearly identified on the website and marketing materials. Information provided is appropriate to enable students to make an informed choice of course.
- 3.7 A very high proportion of students complete the course for which they originally enrolled at the college.

3.(c) The quality of teaching and its impact on learning

- 3.8 The quality of teaching and its impact on learning are good. Students make good progress in developing the skills and understanding necessary to be successful in

external examinations. Teaching staff are well qualified and have good subject knowledge, the majority have teaching qualifications. They have a good understanding of students' prior attainments, abilities and career intentions which are used effectively in planning of classes. Teachers demonstrate good understanding of current examination structure and awarding body requirements. Planning is good and allows opportunities for revision and practice in examinations, improving students' techniques and confidence to ensure that they make good progress and achieve. Lessons are well structured and have clear objectives which students understand.

- 3.9 The large majority of teaching is good. Classes are small and attention is devoted to individual support enabling students to make good progress. Where students make good progress, appropriate activities are used well to engage students' interest and time is used effectively. Teachers explain concepts clearly and use frequent checks of learning to confirm understanding. Participation in class activities is high and as a result students' interest is sustained. In a small minority of classes, students are less well motivated and make slower progress.
- 3.10 Appropriate support is provided where students experience difficulties and the more able students are suitably challenged. Teachers use assessment effectively to monitor progress and achievement and to plan teaching. Work is marked in detail; however, it lacks formal written feedback for major assignments which can be used by students to manage their own performance effectively. Consequently, important opportunities for informing them how to improve are missed.
- 3.11 Teaching is well supported by appropriate classroom accommodation and modern laboratory facilities. New technologies and media resources are not fully exploited to support teaching and staff preparation or to enhance student engagement through innovative teaching strategies.
- 3.12 Students are enthusiastic and have a positive attitude towards their learning appreciating the support provided by their teachers.

3.(d) Attainment and progress

- 3.13 Attainment and progress are good. Student learning is effective and success rates are high compared with national average performance data for external examinations. Courses enable students to make good progress and teaching encourages students to make best use of their time. Students achieve high grades based on their starting points and report that they are making good progress improving their results in examinations. The introduction of ILPs has proved successful but is not fully embedded to allow all students to manage their own performance effectively through target setting.
- 3.14 The college has implemented an effective, formal review process to monitor student progress and identify areas for attention. Students report that this has improved awareness of their own performance.

- 3.15 Surveys of the destinations of leavers show that the majority of students were successful in securing a place on their choice of course at UK university.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

4.(a) Health, safety and security of the premises

- 4.1 Arrangements to ensure the health, safety and security of staff and students are good. All appropriate measures are well implemented to reduce risks from fire and other hazards. The college has effective policies for health and safety, fire safety and first aid. These are effectively communicated to all staff and students through induction and regular briefings. Consequently, staff and students are fully aware of health and safety procedures. Health and safety checks are carried out weekly and accurate records are maintained centrally with actions followed up rapidly. Risk assessments for fire, general and off-site activities are effective and conducted on a regular basis. Independent reports on fire safety are carried out regularly and recommendations implemented.
- 4.2 Staff and students are well aware of their responsibilities for health and safety. Staff are appropriately trained in first aid, fire prevention and health and safety. Appropriately qualified staff are clearly identified on notices which are prominently displayed throughout the building. Signage is good indicating routes for exit in the event of a fire. Accurate records are maintained of fire evacuation drills. The premises are not accessible for students with mobility disabilities; this information is available at initial interview. Accurate records are maintained of accidents and any treatment required. Students using the laboratory facilities are briefed well on the special regulations and precautions for working in this area.
- 4.3 The premises are fit for purpose, are adequately decorated and are maintained in good order. Appropriate security measures are in place to ensure the safety of staff and students. Systems have been introduced to record the numbers of staff and students on site from which reports can be generated in the event of the need to evacuate the building. Washroom facilities are sufficient for the numbers of staff and students. Classrooms are light, well ventilated, and sound insulated; furniture and fittings are appropriate for the needs of staff and students. Rooms are kept in a clean, tidy and hygienic condition; the building is maintained at a comfortable temperature.

4.(b) Student registration and attendance records

- 4.4 Student registration and attendance records are good. There are clear terms and conditions for payment of fees on the college's website and in written material available from the college.
- 4.5 Records of student admission and registration are accurate and thoroughly maintained. Detailed information is kept on student files and on the college's management information system for registration and attendance. This allows regular reports to be produced enabling managers to effectively monitor attendance. Staff and students appreciate the need for punctuality and good attendance; absences and lateness are followed up promptly. Attendance rates are very high.

- 4.6 Effective systems are in place for reporting students studying under Tier 4 Visa arrangements to the Home Office where there is a failure to enrol or attendance requirements are not met.

4.(c) Pastoral support for students

- 4.7 Pastoral support is good; students' personal and welfare needs are well met. Staff provide effective support and guidance for students on pastoral and personal matters according to their needs. Tutors are readily available to assist with a range of issues. The introduction of a new form of tutor system ensures that personal and academic matters of concern are identified at an early stage. However, tutors have had little preparation for this role and are not fully aware of the range of support strategies or circumstances in which referral to specialist support agencies may be required. Relationships between staff and students are good and are based on a culture of mutual respect. The college positively promotes integration and bullying and harassment are not tolerated. Students report that staff are approachable and that they are confident in discussing personal matters with staff should they have concerns.
- 4.8 Students receive an effective induction programme which provides preparation for their academic studies and introduces them to the college's expectations.
- 4.9 The college has implemented a good, structured enrichment programme which enhances the students' learning experience and affords good preparation for progression to university. This includes visits to university open days and speakers on careers topics to supplement the good quality information available from staff at the college.

4.(d) Safeguarding for under 18s

- 4.10 Safeguarding arrangements for students under the age of 18 are good. The management of all aspects of safeguarding is effective. All necessary documentation and procedures to support safeguarding of students under the age of 18 are in place and are regularly reviewed. Arrangements are made for appropriate checks to be carried out prior to appointment and a single central register is maintained for all of the checks made. There is an effective policy for safeguarding communicated to all staff and students at induction. This is also available through the college website and staff and student handbooks. Clear guidance is included on the way to respond to incidents and on liaison with external agencies where necessary. Further effective guidance is provided by an e-safety policy covering use of technologies and devices at the college.
- 4.11 All staff undertake safeguarding training, at a level appropriate to their role, either as part of induction for new staff or on-line. There is a designated child protection officer who is trained to the required level.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Ownership and oversight are good. The proprietor is the principal and plays an active and visible role in the leadership and management of the college, providing clear educational purpose and direction. His responsibilities for educational standards and legal obligations are fully understood and effectively discharged.
- 5.2 The governing body is effective in interpreting the vision for the college and determining its educational direction. It provides good oversight of educational standards, care and safeguarding of students and policies.
- 5.3 The vision and aims of the college are shared by all staff, clearly understood and are reflected well in the quality of education and care of students. There is robust financial planning and appropriate investment in staff, accommodation and resources. The proprietor plays an active role in the strategic planning and business development for the college.
- 5.4 The relationship between the proprietor, senior management and teaching staff is effective. The proprietor is successful in appointing high quality and experienced staff who are suitable to work with students. The performance of the college is effectively monitored, staff are well supported and opportunities for development are available.
- 5.5 The proprietor is fully aware of his accountabilities in respect of health and safety, safeguarding and student welfare and discharges these effectively. He successfully ensures that all necessary legal permissions for the college are in place.

5.(b) Management structures and responsibilities

- 5.6 Management structures and responsibilities are good. The business interests of the college are effectively overseen by the board of directors and the academic function is directed well by the governing body. The senior management team is responsible for the day to day management and administration of the college which it conducts effectively. There is a clearly defined remit for each of these bodies and roles and responsibilities for their membership are well defined. Meetings of each board are held regularly and appropriate records are maintained.
- 5.7 The senior management team is effective in conducting self-evaluation and strategic planning. Staff have a good awareness of the college's strengths and areas for improvement. Meetings are held weekly, priorities are clearly identified, targets set and progress is monitored.
- 5.8 Management structures are effective, all staff have job descriptions, fully understand their roles and responsibilities and the contribution they make to the work of the college. Communication with staff is effective, briefing meetings are held each week

and participation by staff is high. Relationships between staff and managers is good; staff report that management is supportive and responsive to feedback.

- 5.9 The governing body provides appropriate policies to direct the college's activities. These are regularly reviewed and made available to staff and students through the college website although there is no clearly documented procedure for their approval, implementation and review. Recent developments in the college lack clear policy to govern their action.

5.(c) Quality assurance including student feedback

- 5.10 Quality assurance is good. There is a comprehensive quality assurance policy which identifies the critical elements in managing and improving the college's performance. There are effective quality mechanisms in place which are used appropriately to improve the quality of provision.
- 5.11 The use of achievement data and regular reports on the college key performance indicators by senior management team is effective in monitoring standards. Information from staff and student feedback are used effectively to improve the college facilities and provision. Students are very positive about their experience of the college.
- 5.12 An appropriate staff appraisal process is in place and effectively uses information from lesson observation, student performance, self-evaluation and feedback to raise standards of teaching. Lesson observations are conducted however procedures are not fully documented and it is not clear how these lead to improvement. Staff development identified as a result of appraisal which meets individual and college needs is well supported. Opportunities for sharing good practice through peer observation or developing skills in teaching or student tutorial support are not fully exploited.
- 5.13 There is an appropriate complaints policy which is available on the college website. Provision is made for written records of complaints to be kept and the stage at which they were resolved. Where internal resolution is not achieved appeal to the governing body can be made for independent arbitration. There is a fair fees policy details of which are available from the website and college administration. There is no separate fee protection scheme.

5.(d) Staff recruitment, qualifications and suitability checks

- 5.14 Staff recruitment, qualifications and suitability checks are good. The college attracts well qualified staff and staff retention is high. There are effective procedures for the recruitment, selection and appointment of staff. Detailed records are maintained on staff files of all of the checks made prior to the confirmation of appointment and as a single central record. Prospective staff are interviewed by senior management of the college. Checks are carried out to confirm identity and right to work in the UK.

- 5.15 All prospective staff undergo enhanced DBS checks and barred list check. Qualifications are verified and references taken up for past employment. All staff have good academic qualifications and the majority have teaching qualifications.

5.(e) Provision of information

- 5.16 Provision of information is good. All standards for the provision of information are fully met. Comprehensive information is available on the college website sufficient for prospective student and parents to make an informed choice of college and programme of study.
- 5.17 The college made available all of the information requested by inspectors as laid out in the standards.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- 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.

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. 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

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|---------------|----------------|
| Mr Peter Wood | Lead Inspector |
| Mr Saul Hyman | Team Inspector |