



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

**LONDON BROOKES COLLEGE**

**(Company registration no. – 6683232)**

Full Name	<b>London Brookes College</b>
Address	40-42 The Burroughs, Hendon, London NW4 4AP
Telephone Number	0208 202 2007
Email Address	info@londonbrookescollege.co.uk
Website	www.londonbrookescollege.co.uk
Principal	Mr Ishtiaq Ahmed
Proprietor	Ishtiaq Ahmed
Age Range	14+
Total number of students	66
Numbers by age and type of study	Under 16: <b>5</b> 16 – 18: <b>30</b> 18+: <b>31</b> FE only: <b>66</b>
Inspection dates	<b>07 – 09 December 2021</b>

## 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 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 a private sixth form college situated in Hendon, north London. Established in 2008, it is a family owned, not-for-profit charitable trust. 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 Principal, who is also the Chief Executive Officer (CEO), is supported by the senior management team in the day-to-day running of the college.
- 1.2 The college offers IGCSE and A Level courses, across a range of subjects, in preparation for university entrance and extra tuition classes. 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. International students must demonstrate a minimum International Language Testing Score (IELTS) of at least 5.5 or IGCSE in English Language at grade C or above, in order to ensure that they can meet the demands of the course. Any additional language or learning needs are identified at interview and during initial assessment.
- 1.3 At the time of inspection, 66 students were studying at the college. The majority are under 18, and a very small minority are under 16. Three students are studying under Student visa arrangements. Three students have declared additional learning needs or disabilities. The majority of students are male. The very large majority of students come from the United Kingdom (UK) and have English as their first language.
- 1.4 The college was previously inspected in October 2019 when it 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. Assessment of students prior to and on arrival is excellent. Courses are very well matched to students' needs, aptitudes and capabilities. Courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. Teaching is good. The large majority of students make good progress in lessons. Well-qualified teachers use their expertise very effectively to explain and demonstrate so that students understand. Students are attentive and participate fully in activities. However, learning is not consistently checked at the end of lessons. A minority of teachers do not challenge students enough through effective questioning or active learning. Teachers assess students' progress regularly and give constructive feedback so they know how to improve. Attainment of students is excellent. Achievement of high grades in external examinations exceeds national averages. The vast majority of students progress to their first choice of university.
- 2.3 Students' welfare, including health and safety, is good. Highly effective arrangements exist to ensure the health and safety of staff and students. Students and staff receive appropriate training in health and safety, especially in the science laboratory. The premises are fit for purpose, well maintained and appropriately decorated. Security of the building is good and students feel safe. Student registration and attendance records are accurate and well kept. Attendance is high and absences followed up immediately. Reports are made to the Home Office where appropriate. Pastoral and personal support for students is good. Arrangements to safeguard students under 18 are good. An appropriately trained designated safeguarding lead ensures that all staff receive guidance and training in child protection. An accurate single central record is kept. Students' understanding of safeguarding and preventing risk from radicalisation and extremism is basic.
- 2.4 The effectiveness of governance, leadership and management is good. Both the board of directors, and governors, have good oversight of the college. Effective financial planning ensures sufficient investment in staff, accommodation and resources. All legal permissions are met. Leaders and managers work well together to ensure that a high standard of education is maintained. They successfully recruit well-qualified and experienced staff. They ensure that effective policies are implemented to ensure the health, safety and welfare of students. They fully discharge their duty to safeguard students under the age of 18. Self-evaluation accurately identifies the strengths of the college. However, planning for improvement lacks specific targets against which impact of actions taken can be measured. Quality assurance is good. Staff recruitment and suitability checks are satisfactory. Provision of information is good.

### **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 excellent. Students and parents are provided with detailed, accurate information through the college website and informal visits or telephone conversations. The college uses initial assessments and interviews very effectively to ensure that students are placed on the most suitable programme to meet their needs. Assessment takes into account students' prior attainments, motivation and attitude to study. This is confirmed by baseline tests after the first few weeks of study so that changes are made as necessary.
- 3.2 The results of these assessments are used effectively to create an Individual Learning Plan (ILP) and set initial targets for students. Teachers are given a good level of information about students which enables them to plan lessons effectively. Any additional language, medical, personal or learning needs are identified during initial assessment. These are included in their ILP and appropriate support is arranged to meet their individual needs.

#### **3.(b) Suitability of course provision and curriculum**

- 3.3 Course provision is excellent. Courses provided are in accordance with those published in marketing materials and on the website. The college offers a range of subjects at GCSE and A level, carefully designed to meet the needs of students who wish to progress to further or higher education.
- 3.4 Courses are very closely matched to the ages, aptitudes and language capabilities of the students. They are well educated in accordance with their personal goals and aspirations. Consequently, the vast majority of students make good or excellent progress and successfully complete the qualification for which they enrolled.
- 3.5 All courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance.

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

- 3.6 The quality of teaching and learning is good. The large majority of students make good progress in lessons. Lessons are appropriately planned in accordance with schemes of work. Well-qualified teachers use their high level of expertise to explain and demonstrate concepts to students so that they understand. Students are attentive and participate fully in the activities provided. The majority of students ask and answer questions confidently.
- 3.7 The majority of teachers use group work and peer support very effectively so that students take responsibility for their own learning. They make good use of technology to model problems and solutions and to allow students who cannot be

present to access the lesson remotely. The large majority of students make good progress in lessons. Extra support and tuition are provided for students with additional needs or who are not meeting the expected standards. This is very effective so that these students achieve their goals in line with their peers. Teaching promotes understanding of fundamental British values and encourages respect for others, including those with protected characteristics.

- 3.8 Learning objectives are not routinely reviewed at the end of every lesson. This means that the learning of each individual is not thoroughly checked. In the few weaker lessons, teacher talk dominates, so that students are passive and do not have sufficient opportunity to learn by doing. Questioning does not give students enough time to think and does not challenge students sufficiently to extend their answers. Sometimes the pace is too fast or too slow and this impedes students' progress.
- 3.9 Students' progress is assessed regularly through homework, class tests and practise examination questions. Teachers return marked work promptly. Assessment is fair and constructive, so that students know how to improve. Teachers use the results of assessments effectively to identify and address strengths and weaknesses in students' understanding and plan lessons accordingly. Students benefit from termly reviews with their class tutor, where their progress is reviewed and appropriate targets are set for improvement.

### **3.(d) Attainment and progress**

- 3.10 Progress and attainment of students is excellent. The large majority of students make good or better progress in lessons. The very large majority of students achieve higher grades (A\*-C) in their A level and IGCSE qualifications. This has steadily improved over 3 years and results are well above published national averages in the vast majority of subjects. The vast majority of students progress to their first choice of university.



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

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

- 4.1 Health, safety and security of premises is good. There are highly effective arrangements to ensure the health and safety of staff and students. Appropriate risk assessments are carried out, and effective control measures put in place, for all activities; including for external trips. The college has a good level of fire safety. Fire extinguishers and alarms are regularly checked and signage is clear. Fire drills are carried out regularly to ensure the building can be safely evacuated in an emergency.
- 4.2 A suitable policy for first aid is implemented effectively. Sufficient, trained first aiders are available to assist students who are ill or injured. Appropriate records are kept of any incidents or accidents. Students and staff receive appropriate information and training on health and safety. Specific attention is paid to ensuring safety guidelines are followed within the science laboratory.
- 4.3 The premises are fit for purpose, well maintained and appropriately decorated. All areas are kept in a clean, tidy and hygienic state. Furniture and fittings are suitable for the ages and numbers of students. Ventilation, lighting and sound insulation are adequate and free drinking water is provided for students. There are sufficient washrooms provided. Access to the building is limited for those with impaired mobility. Adaptations are not possible due to its listed status. Security of the building is good.

### **4.(b) Student registration and attendance records**

- 4.4 Student registration and attendance records are excellent. The college keeps highly accurate registration and attendance records. Absences are followed up immediately to ensure the welfare and safety of the student. Parents can access their child's attendance record in real time through an on-line system, which automatically alerts them to any absence. Attendance for the vast majority of students is high. Reports are made to the Home Office where required.
- 4.5 There is a policy and procedure for the collection and refund of fees, which is clear and fair.

### **4.(c) Pastoral support for students**

- 4.6 Pastoral support for students is good. Students feel safe and comfortable in the college. They know that they can go to any member of staff if they have a problem, including for personal issues. Termly academic reviews with their course tutor also provide an opportunity to discuss personal matters.
- 4.7 Relationships between staff and students, and students themselves, are mutually respectful. Appropriate anti-bullying and abuse policies are implemented and instances of bullying or harassment are rare. Students receive adequate information

on how to keep themselves healthy and safe through a programme of personal, health, social and emotional education.

- 4.8 An appropriate induction prepares students for their studies and life at the college. A limited social programme is provided for students and enhances learning for the few who participate.
- 4.9 Careers guidance and support is highly effective in supporting students to make applications to university. As a result, the vast majority of A level students progress to the university course of their choice.

#### **4.(d) Safeguarding for under 18s**

- 4.10 Safeguarding arrangements for students under the age of 18 are good. An appropriate safeguarding policy is in place and is reviewed annually. It details how staff should deal with and report any disclosure that is made. There is a designated safeguarding lead (DSL) and a lead governor for safeguarding who are trained to an appropriate level. The DSL ensures that all staff have an appropriate level of training in safeguarding and preventing radicalisation and extremism.
- 4.11 Students feel safe and know who to go to if they do not feel safe. They sign a student code of conduct when they join the college that sets out acceptable and non-acceptable behaviour. Students demonstrate a basic understanding of safeguarding and preventing radicalisation and extremism.
- 4.12 All staff are subject to enhanced Disclosure and Barring Service (DBS) checks prior to their appointment and an accurate Single Central Record (SCR) is maintained.

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

### **5.(a) Ownership and oversight**

- 5.1 Ownership and oversight of the college is good. The principal, with the board of directors, ensures that sufficient resources and suitable accommodation are provided. They support senior managers well and provide stimulus for growth and improvement. All legal permissions are met. The board of directors provide sound financial planning and monitoring so that the continued viability of the college is assured.
- 5.2 Responsibility is delegated to the vice principal to maintain a high standard of education. This is monitored effectively by the board of governors. The principal, and senior management, ensure that well qualified staff are appointed and that they are suitable to work with students under the age of 18. They fully discharge their duties to ensure the safeguarding of students under the age of 18.

### **5.(b) Management structures and responsibilities**

- 5.3 Management roles and responsibilities are clear and effective. Relationships between the principal and managers are open, honest and supportive. Consequently, managers work well together in the best interests of the students and the college. They ensure that suitable policies and procedures are in place and regularly reviewed. Managers provide clear educational direction in accordance with the college's stated aims and objectives. They ensure that policies and procedures are implemented and discharge their delegated responsibilities to ensure the safety and welfare of students and to safeguard of students under the age of 18. They effectively monitor the quality of education provided to ensure that a good standard is maintained. Self-evaluation accurately identifies the strengths of the college and areas for improvement. Planning and analysis take place during meetings at all levels, however, the outcomes of these meetings lack any specific targets against which impact can be measured and evaluated.

### **5.(c) Quality assurance including student feedback**

- 5.4 Quality Assurance is good. The management of the college has effective quality assurance systems that include obtaining, and acting on, the views of students, staff and parents. These ensure that good quality is maintained and areas for improvement are identified. Staff appraisal includes feedback from lesson observations. The outcomes of lesson observations contribute to training and development plans. Peer to peer observations within the organisation form the large part of teacher development activities.
- 5.5 An appropriate policy for complaints is implemented. This includes referral to an independent adjudication panel if required. Student complaints are usually minor and quickly and easily resolved.

5.6 The college does not operate a fee protection scheme.

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

5.7 Staff recruitment is satisfactory. All necessary checks are made on staff's identity and right to work in the UK. DBS checks are made on all staff, not just those in regulated activity, as they may come into contact with students under the age of 18 in the building. Appropriate checks are made to verify qualifications. All checks are recorded accurately on the SCR.

5.8 Managers have recently undertaken training in safer recruitment. As a result, the college now ensures that written, rather than verbal references are taken up prior to the appointment of staff.

#### **5.(e) Provision of information**

5.9 The website contains detailed and helpful information. The college provided to inspectors all necessary information in order to enable them to carry out the inspection.

## 6. ACTIONS AND RECOMMENDATIONS

### Recommendations for further improvement

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

- Develop the skills of teachers further through a wider range of development activities.
- Measure the learning of each student against the stated learning objectives at the end of all lessons.
- Ensure that specific and measurable targets are set, and the impact of actions is evaluated, at all levels of the organisation.
- Further develop students' understanding safeguarding and risks from radicalisation and extremism.
- Fully implement all safer recruitment practices.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with staff, senior members of staff and with the chair of governors. They held discussions with the proprietor and CEO. 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 Angela Moir	Lead Inspector
Mr Simon Bellamy	Team Inspector