



**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		
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	Mr Ishtiaq Ahmed		
Age Range	14+		
Total number of students	46		
Numbers by age and type of study	Under 16:	4	
	16 – 18:	21	
	18+:	21	
	FE only:	46	
Inspection date	17 November 2022		

## **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 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 (LBC) is a non-selective 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. Overall governance is provided by a board of governors. The principal, who is also the chief executive officer, is supported by a board of directors, the vice principal and the senior management team.
- 1.2 The college offers IGCSE and A Level courses, across a range of subjects. The college also offers private tuition classes and acts as an examination centre for private exam candidates. LBC also offers higher national certification and diploma (HNC/D) courses in business at levels 4 and 5, accredited by Pearson. No students were enrolled on these courses at the time of inspection.
- 1.3 Enrolment for IGCSE and A level courses is in September. All students are interviewed and assessed before acceptance. Admission to the college is based upon students' previous academic achievement, attitude, ambition and motivation. International students must demonstrate a minimum International English Language Testing System (IELTS) score of at least 5.5 or IGSCSE in English Language at grade C or above, in order to ensure that they can meet the demands of the course.
- 1.4 At the time of inspection, 46 students were enrolled at the college. The majority are under 18. There is an equal number of male and female students. Most students come from the United Kingdom (UK) and have English as their first language. No students have been identified as having additional learning needs or disabilities.
- 1.5 The college was previously inspected on the 7 – 9 December 2021 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:
  - 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 of safeguarding and risks from radicalisation and extremism.
  - Fully implement all safer recruitment practices.

## 2. SUMMARY OF FINDINGS

**The college does not meet expectations.** The quality of education found at the last inspection of 7 – 9 December 2021 has not been maintained. The college does not meet the following Key Standards:

1. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe. **[40]**
  2. The leadership of the college or language school provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the college or language school's stated purpose, or its aims and ethos. **[45]**
  3. An enhanced DBS and barred list check is carried out for all staff and volunteers who will provide unsupervised teaching, training, instruction, care, supervision, guidance on well-being for students under eighteen. **[55]**
- 2.1 The quality of the curriculum, teaching and learners' achievements is good. The curriculum is well planned and the courses on offer support students well in meeting their educational goals and aspirations to progress to higher level study. 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. Enthusiastic teachers use their subject knowledge and expertise to plan and implement lessons which help most students to make good progress in class. Teachers assess students' work promptly and students receive clear, useful and constructive feedback that helps them to improve. Progress and attainment are satisfactory. Students produce work of a good standard and the majority make the expected progress towards attaining their individual learning goals given their initial starting points. The majority of A' level students progress to their first choice of university. However, success rates are not in line with national averages for the majority of courses.
- 2.2 Students' welfare, including health and safety, is unsatisfactory. Students receive clear and appropriate information on health and safety matters. Sufficient numbers of staff are trained in first aid and as fire wardens. Student trips and visits are appropriately assessed to minimise risk. Students understand what action to take in the event of an emergency. The college premises are clean, fit for purpose and suitably decorated and maintained. Student registration and attendance records are good. The college keeps highly accurate admissions and attendance registers. The college has an appropriate system in place to make any necessary reports to the Home Office when required. The large minority of students have good attendance. Pastoral support for students is good. Students receive effective support for both academic and personal issues. Students are very well supported by academic managers in preparing their applications to higher education courses. Safeguarding arrangements are unsatisfactory. Safeguarding arrangements do not have proper regard to official guidance and the college is not meeting its own safer recruitment policy.

- 2.3 The effectiveness of governance, leadership and management is unsatisfactory. Oversight is effective in ensuring that good levels of education, pastoral support and health and safety are maintained. However, leaders do not have effective arrangements in place to ensure that the college's safeguarding and staff recruitment obligations are met in full. The college's policies are not fully implemented to ensure the suitability of staff to work with students. Self-assessment arrangements are effective and identify a range of relevant academic development priorities. Managers have effectively implemented specific staff training activities which have led to an improvement in the quality and consistency of teaching. Academic managers effectively analyse examination data. Where attainment rates have declined, managers have taken prompt action to implement enhanced monitoring and support arrangements to raise standards. Staff recruitment, qualifications and suitability checks are unsatisfactory. The college has not completed enhanced DBS checks on all new staff who have regular and unsupervised access to students aged under 18 years, where they have a criminal record check from a previous employer. The college does not have systematic arrangements in place to confirm the previous employment history for all staff.

### **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:
- 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.
- 3.3 The college has made good progress in meeting the first recommendation. Academic managers have implemented an effective range of training sessions and staff development meetings to help teachers develop and enhance their teaching skills. Useful training on questioning techniques, challenging learning, and active learning methods supports teachers to use a broader range of engaging teaching strategies. As a result, teachers plan and deliver lessons which incorporate a good range of stimulating activities that help students to develop their knowledge and understanding of new concepts.
- 3.4 Progress against the second recommendation has been good. Academic managers have reinforced the need for teachers to set clear and appropriate learning objectives for all lessons. A revised lesson plan format has been introduced, along with appropriate training, to ensure teachers incorporate a review of learning against the planned objectives. As a result, teachers are systematically checking student learning at the end of most lessons and setting individual targets where necessary.
- 3.5 The quality of course provision and curriculum is good. The curriculum is well planned and the courses on offer support students well in meeting their educational goals and aspirations to progress to higher level study. Courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance.
- 3.6 Teaching is good. Enthusiastic teachers use their subject knowledge and expertise to plan and implement lessons which help most students to make good progress in class. Students benefit from small class sizes where teachers provide good levels of support and guidance to help them understand new theories and ideas. Teachers skilfully use recall and revision exercises to check students' grasp of key knowledge and subject terminology. Teachers assess students' work promptly and students receive clear, useful and constructive feedback that helps them to improve. Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty and mutual respect. Teaching encourages respect for other people including those with the protected characteristics set out in the Equality Act 2010.
- 3.7 Progress and attainment are satisfactory. Students produce work of a good standard and the majority make the expected progress towards attaining their individual



learning goals given their initial starting points. As a result, all students progress to higher-level study and the majority of A' level students progress to their first choice of university. However, success rates on the majority of courses are not in line with national averages. Where results have declined, academic managers have taken swift action to put in additional progress monitoring and academic support arrangements to ensure students understand how to make improvements and stay on target.

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

- 4.1 Students' welfare, including health and safety, is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Further develop students' understanding of safeguarding and risks from radicalisation and extremism.
- 4.3 The college has made satisfactory progress in meeting the recommendation. Where appropriate, teachers use naturally occurring opportunities in lessons to make useful links between the curriculum, safeguarding topics and fundamental British values. Managers have introduced informative class presentations and activities for IGCSE students which further develop their understanding of the possible risks from radicalisation and extremism, and how to keep themselves safe. Managers have planned similar activities for A' level students but at the time of inspection, these had yet to be fully completed.
- 4.4 Health, safety and security of the premises is good. Students receive clear and appropriate information on health and safety matters, including specific safety guidelines when working in the science laboratory. Firefighting equipment is appropriately serviced and maintained. First aid kits are adequately maintained, and portable appliances are checked for safety. Sufficient numbers of staff are trained in first aid and as fire wardens. Student trips and visits are appropriately assessed to minimise risk. Fire drills are periodically conducted, and students understand what action to take in the event of an emergency.
- 4.5 The college premises are clean, fit for purpose and suitably decorated and maintained. Classrooms are appropriately equipped and furnished. Lighting, heating, sound insulation and ventilation in the classrooms and other parts of the premises are adequate. Free drinking water is available.
- 4.6 Student registration and attendance records are good. The college keeps highly accurate admissions and attendance registers. The college makes effective use of electronic attendance systems to accurately monitor and record student attendance and to follow up swiftly on any absences. Effective arrangements are in place to ensure parents are kept informed of their child's attendance levels. The college has an appropriate system in place to make any necessary reports to the Home Office when required. The large majority of students have good attendance. Students are clear about the procedures for the collection and refund of fees and deposits and feel them to be fair.
- 4.7 Pastoral support for students is good. All students are allocated a form tutor who provides effective support for both academic and personal issues. Students' progress is monitored carefully, and personalised support and individual targets are provided when needed. Students are very well supported by academic managers in

preparing their applications to higher education courses. As a result, students' individual needs and goals are well met by the support provided by the college.

- 4.8 Safeguarding arrangements are unsatisfactory. Safeguarding arrangements do not have proper regard to official guidance and the college is not meeting its own safer recruitment policy. The necessary pre-employment recruitment checks are not fully completed for all staff before their appointment. The college has not ensured that suitable enhanced Disclosure and Barring Service (DBS) checks have been completed when staff have a historical criminal record check from a previous employer. A designated safeguarding lead and deputy safeguarding officers are in place and have been trained to an appropriate level. Other college staff have undertaken a suitable level of safeguarding awareness training and are aware of the safeguarding procedures. There is a clear process in place for staff to record and report any safeguarding concerns.

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

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. Not all Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Ensure that specific and measurable targets are set, and the impact of actions is evaluated, at all levels of the organisation.
  - Fully implement all safer recruitment practices.
- 5.3 The college has made satisfactory progress in meeting the first recommendation. Governors, managers and teachers meet regularly to review previously set actions and to identify future targets. Senior managers have developed a formal strategic development plan which sets out a range of specific and useful targets for both academic and operational areas. The plan is periodically reviewed to monitor the impact of actions completed.
- 5.4 Unsatisfactory progress has been made against the second recommendation. The college is not following its safer recruitment policy for all staff who work with students under 18. References have not been taken up for all staff and verified. The college has not taken reasonable steps to ensure that no person begins work at the college unless the proprietor has received written confirmation that the checks have been carried out.
- 5.5 The quality of leadership and management is unsatisfactory. Oversight is effective in ensuring that good levels of education, pastoral support and health and safety are maintained. However, leaders do not have effective arrangements in place to ensure that the college's safeguarding and staff recruitment obligations are met in full. The college's policies are not fully implemented to ensure the suitability of staff to work with students. There is an effective relationship between senior leaders and college staff.
- 5.6 Self-assessment arrangements are effective and identify a range of relevant academic development priorities. Managers have effectively implemented specific staff training activities which have led to an improvement in the quality and consistency of teaching. Academic managers effectively analyse examination data. Where attainment rates have declined, managers have taken prompt action to implement enhanced monitoring and support arrangements to raise standards. Managers systematically collate and act on student feedback when required. A clear and appropriate complaints policy is effectively communicated to students and staff.
- 5.7 Staff recruitment, qualifications and suitability checks are unsatisfactory. Managers have systematic procedures in place to check staff identity, their qualifications and their right to work. The college has not completed enhanced DBS checks on all new staff who have regular and unsupervised access to students aged under 18 years, where they have a criminal record check from a previous employer. The college does

not have systematic arrangements in place to confirm the previous employment history for all staff.

## 6. ACTIONS AND RECOMMENDATIONS

The college has not maintained the good quality found at the last inspection.

### **Actions required to meet the Standards**

In order to meet the Standards of Educational Oversight, the college must:

1. Ensure that appropriate safeguarding arrangements are put in place and are regularly reviewed to keep all students safe. **[Key Standard 40]**
2. Implement effective oversight procedures which ensure the proprietors are effective in discharging their responsibilities for safeguarding. **[Key Standard 45]**
3. Ensure an enhanced DBS and barred list check is carried out for all staff and volunteers who will provide unsupervised teaching, training, instruction, care, supervision, guidance on well-being for students under eighteen. **[Key Standard 55]**
4. Establish effective procedures to ensure that prior to the confirmation of the appointment of all staff, suitable references are taken up and appropriate checks are carried out to confirm previous employment history. **[Standard 56]**

### **Recommendations for further improvement**

In addition to the above action points, the college should make the following improvement:

- Improve students' levels of attainment in public examinations.
- Put arrangements in place to improve student attendance levels.
- Ensure all students receive timely and specific guidance on the risks from radicalisation and extremism and to keep themselves safe.

## 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 attended registration sessions. 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 Steve Ingle	Lead Inspector
Ms Sue Arnold	Team Inspector