



**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	020 8202 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	56
Numbers by age and type of study	Under 16: 2 Under 18: 22 18+: 32 FE only: 56
Inspection dates	<b>2 to 4 December 2025</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.

# CONTENTS

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>4</b>
(a) Assessment of students prior to or on arrival	4
(b) Suitability of course provision and curriculum	4
(c) The quality of teaching and its impact on learning	5
(d) Attainment and progress	5
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>6</b>
(a) Health, safety and security of the premises	6
(b) Student registration and attendance records	6
(c) Pastoral support for students	7
(d) Safeguarding for under 18s	8
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>9</b>
(a) Ownership and oversight	9
(b) Management structures and responsibilities	9
(c) Quality assurance including student feedback	10
(d) Staff recruitment, qualifications and suitability checks	10
(e) Provision of information	11
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>12</b>
<b>INSPECTION EVIDENCE</b>	<b>13</b>
<b>7 FINANCIAL SUSTAINABILITY CHECK</b>	<b>14</b>

## 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.
- 1.2 It is governed by a board of governors, whose emphasis is on academic matters, and a board of directors, who focus on the 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.
- 1.3 The college offers a range of IGCSE and A-level courses in preparation for university entrance. Enrolment for courses is in September.
- 1.4 At the time of inspection there were 56 students on roll. Most students are over the age of 18 and there are two students under the age of 16. A small majority of students are male. All except two students speak English as their first language.
- 1.5 There are currently three students who are attending the college on Student Visas.
- 1.6 Twenty-nine per cent of students attending the college have been identified as having special educational needs and/or disabilities (SEND). Students who require additional support are identified during the admissions and enrolment process, as well as after enrolment should further needs be ascertained.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations for the quality of education.** The college had a monitoring visit in March 2025 where a number of key standards were not met. At the time of this 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. Teachers use initial assessment effectively to identify students' abilities and learning needs, and this information is used to provide ongoing academic mentoring throughout the course on a one-to-one basis. The majority of students make good progress as a result. Arrangements to meet the needs of students who have SEND are effective. Courses offered to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. The overall quality of teaching is good. Teachers use their experience and subject knowledge well. Students develop independent learning skills as well as receiving appropriate preparation for examinations. Assessment of learning is effective. Teachers use a good range of questioning techniques effectively which enables students to make good progress from their starting points.
- 2.3 Arrangements for the health, safety and welfare of students are good. Leaders have implemented effective arrangements for ensuring the health and safety of students and staff. The college has a good level of fire safety which conforms to legal requirements. The college building provides a suitable environment for study. Student registration systems are good and managers maintain an accurate admission register. Attendance records are accurate and attendance is high. Leaders make the necessary reports when a student fails to enrol or otherwise discontinues study or does not fulfil Home Office requirements for attendance. Relationships between staff and students, and between students themselves, are excellent. Students are supported well on personal issues, are happy at the college, and feel safe. Students' individual progress is monitored well by teachers and suitable support is provided if required.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor sets a clear educational direction for the organisation and is passionate about the opportunities the college provides for young people. The proprietor and staff effectively discharge their safeguarding, welfare, and health and safety responsibilities. There are very effective working relationships between the proprietor and all staff. Leaders ensure that staff are suitably qualified and experienced for their roles. Mechanisms for monitoring and improving educational standards, including student feedback and complaints handling, are robust. Quality assurance arrangements are satisfactory. Systems to monitor student outcomes by subject are underdeveloped. As a result, managers are not yet taking swift action to ensure all outcomes for all subjects are high and improving. Leaders and managers implement clear and robust mechanisms to ensure all required staff suitability checks are carried out. The provision of information is excellent.

### **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 or on arrival is good. Following enrolment further baseline testing ensures tutors understand their students' abilities, and testing and assessment help students and staff focus their efforts effectively.
- 3.2 Students enrolling who speak English as an additional language are tested and interviewed to ascertain their language level. Where extra support is required, this is quickly put in place and helps students follow their chosen course effectively.
- 3.3 Students enrolling on IGCSE and A-level courses also undergo assessment and interviews prior to arrival, which ensure their programmes of study match their needs.
- 3.4 Staff are meticulous in their approach to ensuring students are well matched to their chosen courses and provide good guidance throughout the pre-enrolment process.
- 3.5 Effective procedures and experienced staffing is in place to identify and plan support for students who have SEND. Staff are effective in recognising and supporting additional learning needs both before and after enrolment.

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

- 3.6 The suitability of course provision and curriculum is good. The range and standard of courses offered to learners matches their academic capabilities as well as their future ambitions.
- 3.7 Additional activities, such as trips to museums and universities, enhance the overall provision for students and create a sense of aspiration.
- 3.8 Programmes on offer are clearly outlined in promotional material, such as the prospectus and website, which provide an accurate description of what students will experience at the college.
- 3.9 Courses on offer to students studying under Student Visa arrangements meet the definition of an approved qualification according to Home Office guidance. These students study a minimum of 15 hours of daytime, weekday lessons at B2 level or above.

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

- 3.10 The quality of teaching and its impact on learning is good. Lessons are well planned and use time wisely. All teaching supports the fundamental British value of democracy and does not discriminate against students in line with Part 3 of the Equality Act 2010.
- 3.11 Students are enthusiastic learners and have a good rapport with their teachers. This leads to a purposeful atmosphere in classes, enhancing student progress. Teachers use a good range of questioning techniques.
- 3.12 Classroom resources are of an adequate quality. In a minority of lessons teachers do not adapt effectively to the physical limitations of the classrooms, for example, when writing on whiteboards at the same time as projecting learning material onto them. This led to less effective learning for some students.
- 3.13 The assessment of students' work is timely, reliable and consistent. Assessment information is used to plan teaching and inform students how they can improve their work and make progress. In the best lessons teachers were able to develop very detailed individualised targets within the lesson, and at pace, leading to well differentiated learning.
- 3.14 Students who have SEND are well supported in lessons. Teachers use their understanding of students' individual needs well to ensure they are able to access all aspects of the curriculum and make progress.

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

- 3.15 Attainment and progress of students is good. The majority of students complete the courses they enrol for, and progression to universities is good. Students make at least expected progress towards attaining their individual learning goals, given their starting points, and some make better than expected progress.
- 3.16 Progress in lessons is good, with lessons observed generally being delivered at an appropriate pace and to an appropriate academic standard.

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

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

- 4.1 Health, safety and security of the premises is good. The physical standard, and management of, premises for both teaching and residence is good. Premises are adequately maintained and fit for purpose. Buildings are appropriately decorated and appropriate to the programmes offered.
- 4.2 There are sufficient washrooms for staff, students and those who have SEND. All furniture and fittings in the college are appropriate for the ages and needs of the students. Access to the college allows all students, including those who have SEND, to enter and leave premises safely, including for emergency evacuations.
- 4.3 The security of buildings is good. Students feel safe travelling to and from their lessons and within the college environment. Free drinking water is available.
- 4.4 Management of health and safety, including measures to reduce the risk of fire, is excellent. Regular fire drills and good record keeping ensure all staff and students understand their responsibilities. All aspects of fire safety are overseen effectively, and regular checks by external contractors ensure the reduction of other risks.
- 4.5 Arrangements to ensure health and safety are highly effective and include appropriate provision for students who are ill, injured or who have SEND. Sufficient staff are trained in first aid and there is a written first aid policy which is implemented effectively.
- 4.6 Arrangements for health and safety in the college laboratory are good, with due care being taken to ensure all student activities are safe. The college has a well-qualified science technician who supports teachers and practical activities effectively. Students studying science have a good understanding of how to minimise risk.

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

- 4.7 Student registration and attendance records are excellent. Student attendance during inspection was lower due to increased rates of influenza, however, overall attendance rates are high, at 95 per cent. Attendance rates for students studying under Student Visa routes is 96 per cent.
- 4.8 Absence procedures effectively monitor attendance. The college staff have excellent relationships with both students and their parents, and alongside the high aspiration culture set by the proprietor, this leads to very few student absences.
- 4.9 The college has appropriate procedures in place to notify the Home Office if required.
- 4.10 Procedures for the collection or refund of fees are clearly outlined in documentation and supported by staff during all aspects of a student's time at the college.

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

- 4.11 Pastoral support is good. Relationships between students, and teaching and support staff, are mutually respectful and foster a sense of trust and collaboration. This leads to early awareness and action in the event of any pastoral concern. As a result, students very well supported with any personal issues and this contributes to the college's high attendance and completion rate.
- 4.12 All students have a personal tutor who monitors academic progress, via target grades based upon initial assessment and ongoing progress. This supports progression and pastoral care effectively and is accurately monitored.
- 4.13 An effective induction for those on a Student Visa route prepares students for both study and life in the UK.
- 4.14 A good range of additional activities are provided for students that complement the subjects they are studying. For example, students participate in national mathematics challenges or visits to museums. Student feedback overall is very positive about their experience at the college.
- 4.15 Effective careers guidance and support for progression to university is in place, including visits to universities in the UK. This enables students to be successful in applications, including to Russell Group universities.
- 4.16 The college actively promotes and celebrates the diversity of staff and students. The college supports students' religious observance, and this leads to a harmonious and tolerant atmosphere.

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

- 4.17 Arrangements for the safeguarding of children and vulnerable young people are good.
- 4.18 The safeguarding arrangements for students under 18 have full regard for official guidance.
- 4.19 There is a culture where students and staff are aware of safety and learners feel safe, including when using the internet and during any off-site activities. Students know how to access support, or make a complaint, when they do not feel safe.
- 4.20 Relevant staff are aware of the signs that a student may be at risk and take appropriate action. The college environment is a safe place to learn. The college has a clear strategy for safeguarding its under-18 learners and vulnerable adults, supported by an experienced and suitably qualified governor. Staff training in safeguarding is regular and effective.
- 4.21 Effective arrangements are made to protect learners from the risks associated with radicalisation and extremism.

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

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

- 5.1 Ownership and oversight are good. The proprietor is also the college principal and takes an active and very visible role in the day-to-day running of the college. This includes interviewing students prior to entry as well as oversight of operational matters and setting the educational vision. As a result, staff and students are clear about the ethos of the college, leading to a culture of aspiration.
- 5.2 All legal permissions are in place, as well as good oversight of health and safety. Safeguarding is a high priority for the proprietor and governors, and they discharge their statutory duties for students under the age of 18 effectively.
- 5.3 There is an effective relationship between the proprietor and all staff. The proprietor sets high standards for staff and expectations for students and is supported in this by a board of appropriately experienced governors.

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

- 5.4 Management structures and responsibilities are good. There is a clear line of communication between the proprietor and key staff in the college, and this leads to effective day-to-day operational activity and good experiences for students.
- 5.5 Leaders are self-reflective and work very closely together in a culture of collaboration, including working with a nearby school to enable the sharing of best practice. Leaders are effective in setting out strategic priorities.
- 5.6 The recruitment of sufficiently qualified and experienced staff is effectively managed.
- 5.7 Ongoing and effective staff development ensures that staff are suitably trained for their roles. For example, teaching quality improvements are enhanced by a range of activities, including peer observations of lessons and shared activities with teachers from a nearby maintained school.

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

- 5.8 Quality assurance is satisfactory. Leaders and managers have taken effective action to improve the quality of provision since the last inspection.
- 5.9 Tracking of student progress is still in development. Managers are not analysing attainment data sufficiently well to tackle inconsistencies in student results.
- 5.10 The college has an effective complaints and refund scheme. The college has an effective system to monitor complaints when they occur, as well as providing opportunity to refer to an independent adjudicator.
- 5.11 Students' feedback in pre-inspection questionnaires was extremely positive.

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

- 5.12 Processes relating to staff recruitment are excellent. The college applies thorough and reliable arrangements for checking the suitability of all staff. A single central record of appointments is accurately completed and maintained. Disclosure and Barring Service (DBS) checks are completed, as required, and references obtained and verified prior to employment. As a result, there is an effective centralised mechanism for leaders and governors to ensure all staff have had the appropriate checks prior to commencing employment.

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

- 5.13 Provision of information is excellent. A clear and effective website provides detailed information for potential students and parents to make informed choices regarding courses offered by the college.
- 5.14 All policies required by the Standards are effectively shared, both on the website and in college, are regularly reviewed by senior staff and are up to date. The college and its staff were very responsive in providing information, both prior to and during the inspection in a timely manner.

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

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

- Improve leaders' use of data analysis between different subjects, to ensure variations in subject performance are understood and can be acted upon quickly.
- Ensure all staff use resources, such as whiteboards and projectors, effectively during teaching.

## 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 Luke Rake	Lead Inspector
Dr David Gutmann	Team Inspector

## **7. FINANCIAL SUSTAINABILITY CHECK**

ISI has shared a summary of financial sustainability data with the Home Office.