

Brondesbury College London

Independent school standard inspection report

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

Information about the school

Brondesbury College is an independent Muslim faith secondary day school for Muslim boys aged 11 to 16 years of age. It was opened in 1996 and is situated in the Willesden area of North West London. The college is managed by the Islamia Schools Limited charity, a subsidiary of the Yusuf Islam Foundation. Its mission is '...to strive to provide the best education in a secure Islamic environment...'

No students have a statement of special educational needs. Admission to the school is open to students from all religions and cultures and there are currently 112 students on its roll from a wide variety of ethnic backgrounds. Ofsted last inspected the school in December 2009.

Evaluation of the school

Brondesbury College provides a good quality of education and meets its aims. The good curriculum and teaching ensure that students achieve high standards throughout the school and make good progress. Students' spiritual, moral, social and cultural development is good. Students display positive attitudes to learning and their behaviour is good. The school's arrangements for protecting the welfare, health and safety of students, including the arrangements for safeguarding, are good. The school has made good progress since its last inspection and now meets all independent school regulations.

Quality of education

Brondesbury College provides its students with a good education. The broad and balanced curriculum and other planned activities meet the range of needs and interests of students well.

The schemes of work and other curriculum planning documents are well developed. Schemes of work show plans that challenge students of all abilities. Students study a broad range of subjects which cover all the areas of learning. This includes mathematics, religious studies, science, French, Arabic and physical education. Food technology, art, history, and geography broaden the curriculum on offer further. These are supplemented by Arabic and Quranic studies. The English curriculum is a

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

particular strength of the school but the focus of Quranic lessons is not always clear. For example, curriculum and lesson documentation suggests focus on *tajweed* (science of Quranic recital) but the teacher delivered a lesson discussing the benefits to be derived from one of the stories from the Quran.

Students enjoy the curriculum, are eager to learn and value the opportunities the school provides. They are helped to become well-rounded individuals who are knowledgeable about a wide range of issues. The curriculum includes a strong Islamic personal, social and health education programme which incorporates the teaching of citizenship. This makes wide-ranging contributions to the development of students' understanding of themselves and the world around them. A good variety of extra-curricular activities are offered. Visits are organised to a range of destinations, including residential trips overseas. Students are prepared well for the next stage of their education.

A good range of resources that meet the demands of the curriculum are in place. These include resources for information and communication technology (ICT) which are used to support the delivery of the entire curriculum. The careers guidance provided to students is of good quality and students now have good opportunities to experience the world of work. Students receive well-judged advice and assistance to prepare them for their future.

The quality of teaching and assessment is good overall. Outstanding teaching in English lessons was seen during the inspection. Lessons are well planned, with most lessons linking previous learning with future learning. This enables students to prepare for the work ahead. These well-structured lessons, which focus on clearly stated learning objectives, hold students' attention. Teachers use good questioning skills that enable students to develop understanding. The confident use of ICT to enrich lessons across the entire curriculum is a particular strength of the teaching.

Some teaching is characterised by a variety of styles, and teachers are not afraid of taking risks to ensure that rapid learning and enjoyment of lessons are combined. This was demonstrated exceptionally well in an English lesson where students examined how poets use imagery and metaphors to convey feelings. Every opportunity to enrich the lesson was seized upon and the teacher, who was not fearful of moving away from the lesson plan, managed to link a number of cross-curricular themes seamlessly into the flow of the lesson. This approach to students' learning broadens as well as deepens their understanding. Evidence from discussion and scrutiny of students' work indicates that this is typical of the quality of teaching in this subject. Very occasionally, lesson objectives were not focused upon well and the teaching lacked flexibility of response to the emerging needs of the students.

Overall, lessons enable students to learn new skills and gain knowledge at a good pace. However they are not always started on time. Despite this, students make good progress. The good subject knowledge of talented staff is deployed wisely to ensure that the teachers, who provide excellent role models for the students, are delivering in their area of expertise. Students display positive attitudes to learning, thus ensuring that good progress takes place in the vast majority of lessons.

Teachers make good use of the assessment data which the school monitors, so that the level of challenge for students is matched to their prior learning. Most students are fully aware of their targets. Books are regularly marked and often include positive comments which build their self-confidence and self-esteem. Where teaching is strongest, comments to identify students' next steps are the norm. However, the quality of marking varies too much between subjects.

Spiritual, moral, social and cultural development of pupils

The school makes good provision for spiritual, moral, social and cultural development. Students have positive attitudes, attend well and enjoy school. Their behaviour is good and they are considerate and thoughtful. The provision for moral development is supported very effectively by the school's behaviour policy, which helps students to make appropriate choices and distinguish between right and wrong. Many of the classroom activities encourage students to work cooperatively in groups, in pairs or on their own. Students have opportunities in lessons for reflection on ideas, experiences and a variety of moral and cultural issues.

In a Year 11 lesson, students made connections between their beliefs and the beliefs of other faiths. This deepens their spiritual understanding of what the school refers to as 'the brotherhood of humanity' and promotes tolerance and harmony between different faiths, cultures and communities. Reflective time after the midday prayers enables students to be grateful for their situation and to consider the needs of others. Cultural development is provided for well, and students' awareness of ethnic diversity and different cultures is developed, with an emphasis on tolerance and harmony between cultural and religious traditions. The school has good links with those of other faiths and is part of the Three Faiths Forum.

Students' good academic progress, and the focus on the development of good social skills and moral behaviour contribute effectively to preparing students for their future economic well-being. Students make a good contribution to the local and global community through fundraising and support for charities. The school council, which is student elected, indicates that they feel valued by the school.

Welfare, health and safety of pupils

The provision for students' welfare, health and safety is good. Students are supervised well at all times and safeguarding arrangements meet requirements. Staff recruitment procedures follow recommended guidelines and staff have received appropriate training in safeguarding. The acting headteacher has attended higher level training in child protection procedures. Good attention is given to health and safety through routine fire evacuations, checks on fire equipment and first aid procedures and training. All the required risk assessments are in place. Students report that they feel very safe in school. The school has sensible plans in place to improve accessibility. The school actively promotes healthy eating and students have a clear understanding of how to keep themselves healthy.

Suitability of staff, supply staff and proprietors

Recruitment procedures at the school are sound. Necessary checks are carried out and are recorded in a single central register.

Premises and accommodation at the school

The school is operated from two buildings. One is a converted detached residential property that has been adapted to provide an effective environment for learning and the other is a small purpose-built school building. The all-weather, hard surface of the outdoor space between the two buildings has been usefully enclosed with high fencing, and a walkway providing shelter between the two buildings has recently been created. A further area has also just been developed that is intended to provide a basketball area for students and there are plans to create further facilities for recreation. There is now a suitable facility for students who are ill. Classrooms are clean and tidy and flooring is satisfactory. There is a well-fitted ICT suite and classrooms are also well equipped with ICT equipment such as interactive whiteboards. All areas are maintained to good standards of maintenance and decoration. The necessary periodic checks to the building and its services are carried out.

Provision of information

All the required information for parents and carers is provided on the helpful school website, in the parents' handbook and prospectus, and through regular correspondence and detailed twice yearly reports. All of these are clear, accurate and up to date.

Manner in which complaints are to be handled

The complaints procedure meets all of the requirements. The school has received no formal complaints in the previous academic year.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Clarify the focus of the Quran classes to improve students' recitation.
- Ensure that students work in all subjects is marked regularly and effectively.
- Ensure that all lessons start promptly.

Inspection judgements

outstanding	Good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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School details

School status	Independent		
Type of school	Islamic Secondary Day School		
Date school opened	1996		
Age range of pupils	11–16 years		
Gender of pupils	Boys		
Number on roll (full-time pupils)	112	0	0
Number on roll (part-time pupils)	0	0	0
Number of pupils with a statement of special educational needs	0	0	0
Annual fees (day pupils)	£6,400		
Address of school	8 Brondesbury Park London NW6 7BT		
Telephone number	0208 830 4522		
Email address	headteacher@brondesburycollege.co.uk		
Headteacher (Acting)	Sdaqat Jabeen		
Proprietor	Islamia Schools Limited		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 December 2012

Dear Students

Inspection of Brondesbury College, London NW6 7BT

Thank you for the welcome you gave to me when I visited your school last week. I enjoyed speaking with you: your views are really important to me.

I found that yours is a good school and can see why you all enjoy coming to school. This is evident in your positive attitude to work and your good behaviour. The adults at school take care to make sure you are safe and supported well. As a result, you grow in confidence and become well-rounded young people. Your spiritual, moral, social and cultural development is good.

Because of the support you all receive, the good teaching and curriculum, and the interesting things you are given to do, you make good progress in your work.

I would like your school to continue to improve, so I have asked them to do the following things.

- Clarify the focus of your Quran classes to help your recitation.
- Ensure that your work in all your subjects is marked regularly and effectively so that you are clear on how to improve.
- Ensure that all your lessons start on time.

Yours sincerely

Israr Khan
Lead inspector