

Brondesbury College London

8 Brondesbury Park, London NW6 7BT

Inspection dates

6–8 March 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders and trustees are highly ambitious for pupils and are determined that the school continues to improve. They ensure that all of the independent school standards are met.
- The trustees provide effective support, advice and challenge to senior leaders to ensure that the school continually improves.
- The headteacher is highly effective in developing a culture that enables pupils and staff to excel. Staff are very motivated and are fully supportive of the leadership.
- Teaching is highly effective. Teachers know individual pupils extremely well and use assessment information effectively to plan challenging and engaging work.
- Pupils make excellent progress and their attainment across all subjects is exceptionally high. Pupils are prepared very well for their next stage of education.
- The curriculum is broad, balanced, engaging and promotes pupils' high achievement. A wide range of extra-curricular activities enrich the curriculum.
- The provision for pupils' spiritual, moral, social and cultural development is excellent, and reflects the aims of the school.
- Pupils are extremely courteous and respectful to each other and adults. They are highly motivated and have a thirst for learning. Pupils feel very proud of their school. Their attendance is above average.
- Pupils' behaviour and personal development and welfare are exceptional. Pupils feel safe and are protected well from unsafe situations, including partisan political views, extremism and radicalisation.
- Pupils display positive attitudes and respect for different people, cultural traditions and faiths. British values are effectively promoted and pupils are prepared well for life in modern Britain.
- Occasionally, teachers' expectations of the presentation of pupils' work is not consistently high, particularly with regard to lower-attaining pupils.
- Sometimes, teachers' questioning is not sharp enough to help the most able pupils think hard about their work.
- There are insufficient opportunities for teachers to observe teaching in other schools to improve their classroom practice further.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Remove any remaining inconsistencies in the quality of teaching by ensuring that teachers:
 - have consistently high expectations of pupils’ presentation of their work, particularly that of lower-attaining pupils
 - routinely use questioning that effectively extends most-able pupils’ thinking
 - have opportunities to sustain and improve classroom practice through stronger links with other schools.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and trustees have created a very positive, ambitious culture that demonstrates high expectations of staff and pupils. They have ensured that all of the independent school standards are met and the school continues to improve.
- School leaders have successfully addressed the areas for development identified in the previous inspection. The school improvement plan identifies the right priorities to maintain this momentum.
- Leaders have created a culture of respect and tolerance that enables staff and pupils to excel. Staff feel valued and are proud to work at the school.
- Leaders have made the arrangements for the performance management of staff more robust. Staff performance is closely checked in order to hold staff to account for the academic and personal development of pupils. Leaders carefully evaluate the progress that staff make against their targets for improvement. Although staff receive effective in-house training and support to improve their classroom practice, there are insufficient opportunities for them to visit other schools to observe and share outstanding practice.
- The system for tracking pupils' progress is highly effective. Those pupils who are falling behind in their learning are provided with swift and well-targeted additional support to ensure that they make substantial progress.
- The broad and balanced curriculum engages pupils and inspires them to learn. The curriculum is enriched by a range of extra-curricular activities, including wrestling, karate, chess and debating clubs. There are educational visits and trips and teachers run after-school clubs in their subjects. There is a good balance between promoting pupils' academic success and developing the skills they need to be confident, well-rounded young people. This is in line with the school's aims.
- British values are actively promoted. Pupils learn about democracy, the rule of law and elections, and they visit the Houses of Parliament in Westminster. The election of prefects and members of the school council provides an opportunity for pupils to experience the importance of the voting system. Pupils learn about respect and tolerance, including for people who have protected characteristics. They are taught about different cultures and religions and share inter-faith events with other schools, including a Jewish school. Pupils are prepared well for life in modern Britain. The school's promotion of pupils' spiritual, moral, social and cultural development is highly effective.
- Leaders maintain excellent links with parents and carers. There is good communication, including regular meetings to keep parents well informed about their children's achievements and welfare.
- A large majority of parents who responded to the Ofsted online survey, Parent View, are very supportive of the school's leadership.

Governance

- Trustees are highly ambitious for pupils. They are skilful and knowledgeable and perform their roles effectively, providing leaders with strong support and challenge. This ensures

that the school continues to improve. Trustees know the school well, including its strengths and areas for improvement.

- The trustees meet leaders regularly to check the work of the school, including to check that it meets all of the independent school standards and that pupils achieve well.
- The trustees give pupils' safety and welfare the highest priority. They ensure that policies, procedures and staff training are in place to keep pupils safe.
- The trustees oversee an effective programme for the management of staff performance. They carry out the performance management of the headteacher effectively, and set challenging targets.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff receive regular training on safeguarding and work effectively to keep pupils safe. Leaders ensure that staff are vigilant and fully understand all of their responsibilities in keeping pupils safe. Staff are aware of the procedures to follow if they have any concerns about safeguarding and pupils' safety.
- Leaders ensure that the safeguarding policy and child protection procedures meet statutory requirements. The safeguarding policy is published on the school's website.
- Leaders promptly follow up any concerns about a pupil's welfare and safety. They work effectively with families and external agencies to ensure that pupils are kept safe.
- Leaders ensure that appropriate vetting and recruitment checks on all adults working at the school are carried out thoroughly. They ensure that all records on safeguarding are detailed and fit for purpose.
- Health and safety checks and risk assessments are carried out effectively, including the arrangements for fire safety. This ensures that pupils are kept safe in school and when on visits and trips out of school.

Quality of teaching, learning and assessment

Outstanding

- Leaders have worked relentlessly to improve the quality of teaching. As a result, teaching is highly effective and ensures that pupils make exceptional progress across the curriculum.
- There are very strong working relationships between pupils and staff. Teachers know individual pupils extremely well and use assessment information effectively to plan lessons that engage and challenge them. This supports pupils' strong progress and contributes positively to their high attainment.
- Teachers' excellent subject knowledge inspires confidence among pupils and helps them to extend their knowledge and understanding. Pupils are very eager to learn and demonstrate a thirst for knowledge.
- The teaching of mathematics is appropriately challenging. For example, pupils in Year 10 successfully used their skills to solve a range of problems in geometry, with pupils explaining the steps using mathematical concepts.

- In English, as well as other subjects, pupils are encouraged to reflect on their work to deepen their understanding. For example, in a Year 8 English lesson, pupils discussed how to improve their writing and redrafted their work accordingly. In another Year 8 lesson, pupils annotated the poem 'Dulce et Decorum Est' by Wilfred Owen and showed their understanding of a range of literary techniques in poetry.
- Teachers give due prominence to reading. Pupils enjoy reading and read confidently to inspectors. Lower-attaining pupils demonstrated strategies to read unfamiliar or difficult words and were able to explain the meaning behind them.
- Teachers emphasise the development of pupils' speaking and listening skills. For example, in an Arabic lesson, Year 7 pupils gained confidence in speaking Arabic through presenting, listening to and questioning each other.
- The strong support and guidance provided by the teaching were exemplified in a computer science lesson. The teaching enabled Year 10 pupils to develop and practise skills in coding and writing programmes; they did this extremely well and completed the task successfully.
- Teachers provide pupils with additional sessions in their subjects, including after school. This particularly helps those who need extra support to catch up and achieve well.
- Although teachers have high expectations of pupils' outcomes, some do not routinely insist that pupils, particularly the lower attainers, present their work well.
- The most able pupils are consistently provided with challenging tasks to ensure that they make the progress of which they are capable. However, occasionally teachers' questioning is not sufficiently probing to test and deepen their knowledge and understanding.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and staff know every individual pupil extremely well. There are high-quality support and guidance to ensure that pupils' personal development and welfare are exceptionally well catered for.
- Leaders ensure that there are strong links with parents and external agencies to keep pupils safe and promote their well-being.
- Pupils are extremely respectful, polite and courteous to each other and staff. They are very confident, motivated and self-assured learners. They have excellent attitudes to learning which have a positive impact on the exceptional progress they make. Pupils are extremely proud of their school and achievements.
- The excellent careers guidance they receive helps them to make informed decisions about their next stage of education.
- Pupils have a range of responsibilities to enhance their confidence and skills. These include, for example, membership of the school council and opportunities to be prefects and head boy. Pupils enjoy doing charitable work.
- Pupils state that they are safe in school and feel safe at all times. They are taught

effectively about how to keep themselves safe from a range of risks. For example, pupils know about internet safety and how to stay safe from cyber bullying, extremism and radicalisation. Pupils said that incidents of bullying, racism or homophobia are very rare.

- Pupils are involved in debates and show respect for the views and opinions of others. They understand that people have the right to make choices or hold beliefs that may differ from their own.
- Pupils develop a strong understanding of other faiths, beliefs and cultures. They are respectful of the views and opinions of others, including that some people may not have a religious belief.
- Pupils are taught about the importance of healthy eating and keeping fit. They enjoy participating in physical education and sporting activities that the school offers.

Behaviour

- The behaviour of pupils is outstanding.
- The school is an extremely calm, orderly and well-disciplined place. Pupils' conduct around the school is exceptional. They have high expectations of themselves and each other. Pupils take responsibility for their learning and there is no disruption in lessons.
- Pupils enjoy coming to school, and their exceptional attitudes to learning are evident in their above-average attendance. Very few pupils are persistently absent from school.
- All parents who responded to Parent View agreed that the school makes sure that pupils are well behaved.

Outcomes for pupils

Outstanding

- Pupils' attainment on entry is broadly average. However, by the end of Year 11, their attainment across all subjects is well above the national average in GCSE examinations. Overall, pupils make exceptional progress to achieve these outstanding results.
- Pupils make substantial progress across all year groups and subjects, including English and mathematics. They develop excellent skills, knowledge and understanding across the curriculum.
- In 2017, the school used GCSE grades A* to G when reporting on the attainment of pupils. In that year, all pupils achieved five or more GCSEs at grades A* to C, including English and mathematics. There is an improving trend in GCSE results across the subjects. The school is currently using grades 9–1 to report the attainment of pupils.
- The most able pupils make substantial progress and achieve highly. Almost 60% of all GCSE grades were either A* or A; well over half of all pupils achieved at least five GCSEs at these top grades.
- Pupils make strong progress in their speaking, listening and communication skills. Pupils read confidently, including reading aloud in class. Pupils engage in discussions and debates and articulate their views clearly and confidently. In previous years, pupils reached the finals of the Business Enterprise Challenge and successfully presented their business plans to judges and the audience.
- Pupils are exceptionally well prepared for their next stage of education. All pupils continue

with their education in a range of sixth-form schools and colleges to support their career plans.

School details

Unique reference number	131059
DfE registration number	304/6076
Inspection number	10020772

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	123
Number of part-time pupils	0
Proprietor	Islamia Schools Limited
Headteacher	Amzad Ali
Annual fees (day pupils)	£6,900
Telephone number	020 8830 4522
Website	www.brondesburycollege.co.uk
Email address	secretary@brondesburycollege.co.uk
Date of previous inspection	5–6 December 2012

Information about this school

- Brondesbury College is an independent Muslim faith secondary day school, registered for pupils 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'.
- There are no pupils who have special educational needs and/or disabilities or pupils with an education, health and care plan. There are no disadvantaged pupils. Almost all pupils speak English as an additional language.
- There are currently 123 pupils on the school's roll from a wide variety of ethnic backgrounds.

- The headteacher and the pupils' officer form the school's leadership team. There is no middle leadership structure. Teachers are responsible for their own subjects.
- The school's last full standard inspection was in December 2012.
- The school uses no alternative provision.

Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspectors observed teaching and learning in all classes and year groups. Almost all were joint observations with either the headteacher or the pupils' officer.
- The inspectors held a meeting with pupils covering all the year groups to discuss their learning and views about the school. The inspectors also heard pupils in Years 7 and 8 read and discussed their reading with them.
- The inspectors checked the work in pupils' books and the school's own information on pupils' progress and attainment. The inspectors scrutinised the school's pre-employment checks on staff and looked at pupils' attendance and behaviour records. The inspectors also examined policies and documents in relation to the independent school standards, including information on safety and safeguarding.
- The inspectors met with the headteacher, pupils' officer, subject teachers and the trustees.
- There were 20 responses to Ofsted's online survey, Parent View.
- The inspectors considered 11 responses to the staff survey.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

Alison Moore

Ofsted Inspector

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