

# Brondesbury College London

Independent School

Inspection report

|                          |                 |
|--------------------------|-----------------|
| DCSF Registration Number | 304/6076        |
| Unique Reference Number  | 131059          |
| Inspection number        | 334906          |
| Inspection dates         | 7–8 May 2009    |
| Reporting inspector      | Daniel Towl HMI |

This inspection of the school was carried out under section 162A of the Education Act 2002, as amended.

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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, the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

## Information about the school

Brondesbury College is an independent, secondary day school for Muslim boys aged 11-16 situated in the Willesden area of North West London. It was opened in 1996. The college is managed by the Waqf al Birr Trust. Its mission is to '...strive to provide the best education in a secure Islamic environment....'. There are 96 pupils on roll from a wide variety of ethnic backgrounds. The school was last inspected in October 2006.

## Evaluation of the school

This school provides a good education for its pupils who achieve very high standards. Examination results are well above the national average at GCSE and above average at Key Stage 3. The high standards are reached because of good teaching and a well planned curriculum. Pupils develop into confident young people by the time they leave the school. They have a good understanding of their Islamic faith, know the importance of having balanced views and have good self-awareness. Pupils say they are encouraged to think as individuals, holding their own views and ideas.

Procedures and policies for ensuring the welfare, health and safety of pupils are inadequate. The school is not meeting the demands of new requirements to promote the safeguarding of pupils. Procedures for appointing and making checks on staff are unsatisfactory. The school has made insufficient progress since the last inspection to rectify these weaknesses.

Parents are rightly pleased with the standards achieved by the school. Pupils are very positive about the provision made for them. One pupil said, 'Overall, this school is a kaleidoscope of knowledge.'

## Quality of education

The curriculum is good. It covers most areas of the National Curriculum and is given extra breadth with Islamic studies, Arabic, ethics and philosophy, business studies, and statistics. Schemes of work are suitably detailed and informed by national guidance and commercial materials. The curriculum enables pupils to make outstanding progress in the key areas of English, mathematics and science. Pupils achieve highly in these areas and well above the national average. In the last

reported exam results all pupils gained five A\* - C at GCSE. A high proportion achieved three A\* - A in English, maths and science. Pupils also achieve above average levels at the end of Key Stage 3. Progress overall is good but variable between subjects. The school is in the process of adjusting the curriculum to enable pupils to start their GCSE studies earlier, allowing them to make a start with some AS Level studies in Year 10 and 11. Pupils and staff have high aspirations for what they want to achieve. Art and physical education (PE) provide regular opportunities for creativity and physical development. Some pupils would like to extend the art activities to include a wider range of techniques. They would also like the school to increase the range of PE activities and equipment. Information and communication technology (ICT) has due prominence both as a subject and to support learning generally.

There is a well thought out scheme of work for personal, social and health education (PSHE) which includes Islamic topics, general skills and personal and emotional development. Daily form-lessons, prayers and religious studies are used effectively to promote this aspect of the curriculum. Pupils demonstrate a good capability to speak and debate. This makes a good contribution to their wider skills.

There is a good range of clubs including olympic wrestling, chess, karate and football. The school makes good provision for more academic clubs at appropriate times of the year to support pupils as they approach their examinations. Visits to places of interest such as museums, art galleries, churches and temples make a good contribution to learning. Visits further afield to Mecca and to a twinned school in Cumbria also positively enhance pupils' experiences. Pupils receive a broad and rounded education encompassing other faiths and cultures through lessons in religious studies, and ethics and philosophy, which they study at AS level.

Satisfactory arrangements exist for pupils to discuss career opportunities and former pupils come back to school to talk about their jobs. Work experience placements are rather limited. The school is aware of this and is taking steps to re-establish links with a local service provider of work experience, to give pupils more choices. Homework is regularly set according to a timetable but some parents indicated that they were not well informed about it.

Teaching and assessment are good and most lessons enable pupils to make good progress. Teachers generally have excellent relationships with pupils and this results in very good behaviour in nearly all lessons. Pupils like the challenging teaching and have good attitudes when they are fully engaged in their learning. Pupils speak very positively about many of their teachers.

The quality of lessons ranges from outstanding to a very small amount that is unsatisfactory. There are significant teaching strengths in mathematics, science and Arabic. Teachers have good subject knowledge and plan lessons in such a way that activities are engaging and interesting for the pupils. In the best lessons, teachers have clearly taken into account pupils' prior learning and tasks are well matched for

purpose. This enables pupils to achieve high standards. Pupils have good opportunities to debate and put forward their ideas. They behave maturely in discussions. Year 9 pupils showed sophisticated arguments while discussing the Treaty of Union between England and Scotland. Pupils are well supported in preparation for exams with in-depth revision lessons.

Sometimes lessons fail to match pupils' ability and interests. Explanations, too, do not always make it clear exactly what has to be done. In these circumstances pupils become restless and they fail to engage fully with activities and achieve less than they should do. In French, there is too little spoken use of the target language.

Teachers regularly mark pupils' work though helpful comments for improvement are not used consistently. The school is not yet fully implementing its own assessment policy. Good improvements in recording achievements and checking progress on a termly basis are giving teachers important information about the standards that pupils are reaching compared with national expectations. This information is helping to set targets for improvement. Most pupils are aware of their targets and can identify areas they need to improve.

## Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good. It is addressed through the PSHE programme that is taught in form-time as well as across the curriculum, in assemblies, prayers and Friday Khutbas (sermons).

The school clearly promotes tolerance and teaches what it is to be a good citizen and the importance of holding balanced views. Students are encouraged to consider others' perspectives on issues such as abortion and euthanasia. The school rightly prides itself on tackling sensitive issues such as extremism and conflict. Pupils have debated matters such as the Gaza conflict and listened to a wide range of guest speakers including an ex-hostage, a local authority health professional and an ex-rapper talking about positive lifestyles. A visit to a holocaust memorial and a talk by a holocaust survivor are additional activities that have been arranged. The school is also part of the tri-faith forum which generates discussions about faith.

Pupils' self-esteem and self-confidence are developed through achieving high academic standards and rewarding and sharing successes. There are good opportunities in lessons to develop speaking skills and group working. Further self-confidence is developed in physical education including the newly introduced olympic wrestling. Behaviour is good throughout the school.

Pupils can contribute to school life through membership of the school council which pupils feel gives them a voice in school, though some would like senior managers to act more on the matters discussed. Records of meetings do not show any follow-up items. Older pupils can also take on the role of prefect. Pupils sometimes use their own initiatives; for example Year 11 pupils raised money to buy a football strip.

There is only a limited involvement with the immediate local community, though the school organises a fun day which is attended by local residents and pupils from local schools. Money raised is sent to charities. Good links are made with a sister Muslim school for girls and pupils took part in a drama project with a local Jewish school. The school has a wide ethnic mix and pupils of all cultures get on very well. The school holds cultural days, but senior managers are aware there is more to do in celebrating the different cultures.

Pupils' high achievements in literacy, numeracy and ICT and their good social skills equip them well for their future careers and economic well-being. All pupils move onto further and higher education. Attendance is satisfactory.

The strong curriculum, combined with good teaching, in history and religious education, including Islamic studies, philosophy and ethics ensures that students have a full understanding of British society and their roles in it. Their knowledge of British history is very good.

## Welfare, health and safety of the pupils

Policies and practices for ensuring the welfare, health and safety of pupils are inadequate. The school has not responded appropriately to the demands of the regulations. Child protection policies and procedures are unsatisfactory. The designated person responsible for child protection has not had appropriate training and records of training of other staff are incomplete. The school's written policy and procedures do not reflect the current requirements and recommended practice. The school is aware of this and has planned to make links with the local authority to bring its practices up to the required standard.

Day-to-day supervision of pupils around the school is satisfactory. Pupils are sure that staff deal appropriately with incidents of bullying and are aware that the headteacher takes these matters seriously. The behaviour policy is clear. Pupils are fully aware of the expectations of good behaviour and the sanctions imposed if rules are broken.

Overall risk assessments are in place for general health and safety and fire safety but there is no clearly established ongoing procedure to record and rectify hazards as they occur from regular inspections of the school site. Indeed pupils said that some issues that they have raised have not always been dealt with. Completed risk assessments for outside visits are not rigorous or detailed enough to cover the level of risk associated with the activities undertaken. Provision for first aid is satisfactory.

Students are encouraged to eat good food, and say that the teachers really care about this. There are no fizzy drinks, sweets or crisps at the tuck shop. Pupils are confident that healthy lifestyles are encouraged and PSHE lessons give clear messages about harmful illegal drugs and good sexual health. There is regular PE

and swimming in addition to sports clubs. This helps pupils to develop their physical strength and health.

Attendance registers are completed correctly but the school's admission register does not include all the information it should.

### Suitability of the proprietor and staff

The school has not fully completed the required central single register of staff and volunteers. Procedures for the appointment of staff do not meet requirements. The school has not made sure that all the required checks on successful applicants are made prior to appointment. The school has made unsatisfactory progress since the last inspection in improving its practice for appointments.

### School's premises and accommodation

The school has two main buildings. One is a converted detached residential property with classrooms, offices, staffroom and mosque. The other is a purpose built school building with classrooms, laboratories and dining area. Between the buildings is an outside recreational area that contains an all-weather surface used for PE. The buildings are generally well maintained and enhanced with displays of posters and pupils' work. The premises are adequate for the current number of pupils though the space is limited when all pupils are outside for break. At this time the all-weather area is used for football and this severely limits the space available for all other pupils. Some classrooms are small for practical activities. When the larger classes have art, the teaching space for this is extremely limited and this hampers pupils' movements and freedom to work. Space for PE is limited and some off-site facilities are used from time to time. The school does not have a suitable room for pupils who are ill. The Environmental Health Authority has not inspected the area used for the preparation of food and dining, though the school has made arrangements to have this done.

### Provision of information for parents, carers and others

The school has very recently updated its prospectus. It contains all the required information including the wide range of policies that are available for parents to see in school. Regular reports of pupils' progress are sent to parents and different year groups in school produce informative newsletters.

### Procedures for handling complaints

The school's procedures for handling complaints meet all the requirements

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the school has appropriate policies and procedures to promote the welfare of pupils in compliance with DCSF guidance '*Safeguarding children and safer recruitment in education (2007)*' (paragraph 3(2)(b))
- implement detailed risk assessments having full regard to DCSF guidance '*Health and safety of pupils on educational visits (reference HSPV2)*' (paragraph 3(2)(c))
- improve the level of general risk assessment (paragraph 3(4))
- ensure that the admission register has all the required information (paragraph 3(9)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff ensure that all checks have been carried out (paragraphs 4(2)(a), 4(2)(b), 4(2)(c))
- ensure that written confirmation of checks on supply staff have been received (paragraph 4A(1-8))
- ensure that the chairperson of the proprietorial body has checked all other members of the board (paragraph 4B(4) and (5))
- compile a single register of all staff, supply staff, the proprietorial body and volunteers (paragraphs 4C(2 and 3), 4C(4 and 5), 4C(6 and 7)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide a suitable room for pupils who are ill (paragraph 5(l)).



## Inspection Judgement Recording Form

|             |      |              |            |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

### 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 |  |  |  | ✓ |
|--|--|--|--|---|

## School details

|                                   |   |
|-----------------------------------|---|
| Name of school                    | Brondesbury College London                                |
| DCSF number                       | 304/6076  |
| Unique reference number           | 131059  |
| Type of school                    | Islamic secondary day school                              |
| Status                            | Independent   |
| Date school opened                | 1996  |
| Age range of pupils               | 11-16 years   |
| Gender of pupils                  | Boys  |
| Number on roll (full-time pupils) | 96  |
| Annual fees (day pupils)          | £ 6,400   |
| Address of school                 | 8 Brondesbury Park<br>London<br>NW6 7BT                   |
| Telephone number                  | 0208 830 4522   |
| Fax number                        | 0208 830 4523   |
| Email address                     | salahuddin74@hotmail.co.uk;<br>headteacher@bsbcollege.com |
| Headteacher                       | Mr Daniel Clifton   |
| Proprietor                        | Dr Yusuf Islam  |
| Reporting inspector               | Daniel Towl HMI   |
| Dates of inspection               | 7-8 May 2009  |