



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION

BRAMPTON COLLEGE

MARCH 2017



School's details

College	Brampton College			
DfE Number	302/6101			
Address	Lodge House Lodge Road Hendon London NW4 4DQ			
Telephone number	020 8203 5025			
Email address	admin@bramptoncollege.com			
Principal	Mr Bernard Canetti			
Proprietor	Brampton Educational Services Ltd			
Age range	15 to 19			
Number of pupils on roll	237			
	Boys	126	Girls	111
	GCSE	17	Sixth Form	220
Pupils' ability	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is broadly average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 30. No pupils have a statement of special educational needs or an education, health and care (EHC) plan. Pupils require support with dyslexia, processing speed issues or mental health issues. There are 30 pupils who have English as an additional language (EAL), 7 of whom receive additional support for their English.			
History of the school	The college was established in 1989 in Golders Green. It moved to its present site in Hendon in 1998.			
Ownership and governing structure	The college is owned by Brampton Educational Services Ltd, of which the principal is the controlling director.			

School structure	The college provides a range of one-year courses at GCSE and A-level, with the majority of students following a two-year A-level programme. The college does not cater for boarders.
Inspection dates	22 to 23 March 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets almost all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements. In order to meet all the standards, the school should take immediate action to remedy the deficiencies as detailed below.

PART 1

Quality of education provided

At GCSE in the years 2013 to 2014, performance has been above the national average for maintained schools.

Results in IGCSE examinations in the years 2013 to 2014 in biology, French and physics have been higher than worldwide norms. IGCSE results in chemistry have been similar to worldwide norms.

In the sixth form, A-level results in the years 2013 to 2015 have been above the national average for sixth formers in maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

Whilst the college has a suitable safeguarding policy in place, arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. For some staff, checks against prohibition from leadership and management orders, and the required barred list checks have not been correctly undertaken prior to appointment in accordance with Keeping Children Safe in Education 2016.

The standards relating to welfare, health and safety in paragraphs 9-16, the requirement of Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those relating to safeguarding in paragraph 7 are not met.

Action point 1

- the school must follow current statutory guidance in relation to recruitment procedures for staff, ensuring that the required barred list checks and prohibition from leadership and management checks are undertaken prior to appointment [paragraphs 7(a) and 7(b)].

PART 4**Suitability of staff, supply staff, and proprietors**

The school does not make appropriate checks to ensure the suitability of staff. Barred list checks, right to work in the United Kingdom checks, enhanced criminal record checks, and prohibition from management checks have not been carried out as required. A register is not kept as required.

The standards relating to the suitability of those in contact with pupils at the school in paragraphs 18(2)(d), 21(1), 21(3)(a)(ii), 21(3)(a)(v) and 21(3)(a)(vii) are not met.

Action point 2

- the school must carry out the required recruitment checks on staff before they commence work, and carry out enhanced criminal record checks as required [paragraphs 18(2)(d) and 18(3)].

Action point 3

- the school must record the required recruitment checks on staff, particularly barred list checks, enhanced criminal record checks, prohibition from management checks, and right to work in the United Kingdom checks, in a register that is kept as required [paragraphs 21(1), 21(3)(a)(ii), 21(3)(a)(v) and 21(3)(a)(vii)].

PART 5**Premises of and accommodation at schools**

Suitable toilet facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6**Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8

Quality of leadership in and management of schools

The proprietor actively promotes the well-being of the pupils.

The proprietor does not ensure that the leadership and management demonstrate sufficient skills and knowledge, and fulfil their responsibilities effectively to ensure that the other standards are consistently met.

The standard relating to leadership and management of the school in paragraph 34(c) is met but the standards in paragraphs 34(a) and 34(b) are not met.

Action point 4

- the proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriately to their role so that the independent school standards are met consistently [paragraph 34(a)].

Action point 5

- the proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently [paragraph 34(b)].

ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the principal as proprietor. They attended a registration session. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Fiona McGill

Reporting inspector

Mr Stuart Williams

Compliance team inspector (Director of Compliance, HMC school)