

School inspection report

11 to 13 March 2025

Brampton College

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Lodge Road

Hendon

London

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The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	5
RECOMMENDED NEXT STEP	5
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	6
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. Leaders place pupils' wellbeing at the heart of their strategic vision. They foster a positive school culture where individuals feel valued, respected and secure. Their approach reflects the proprietor's commitment to pupil welfare and a thorough understanding of potential risks to pupils' safety and their personal development. Through effective oversight, the proprietor ensures that leaders have the knowledge, skills and understanding to fulfil their responsibilities.
2. Leaders maintain a rigorous approach to risk management. They regularly review policies and procedures and ensure that they effectively identify and address potential challenges to pupil welfare. Meaningful partnerships with external agencies allow leaders to access expert guidance in order to deliver high standards of care and support.
3. Leaders have established a culture that promotes pupils' psychological safety by prioritising pupils' wellbeing and welfare alongside pupils' academic progress and achievement. This is reflected in the vigilance shown by staff in their care for pupils' emotional wellbeing, as well as the high levels of mutual respect and trust across the school community. Staff are well equipped to respond highly effectively to the individual needs of pupils and provide expert guidance and support to facilitate pupils' personal development and academic progress. This is a significant strength of the school.
4. Leaders foster a welcoming and respectful environment where pupils develop confidence, independence and individual responsibility. Leaders ensure that staff maintain high expectations of pupils' learning and progress. Regular assessment and detailed analysis of progress enable staff to identify and support pupils' individual needs well, ensuring that relevant support is timely and effective.
5. Leaders have developed an engaging curriculum that extends pupils' interests and prepares them well for their future education and careers. The curriculum reinforces fundamental British values, with pupils actively engaging in democratic processes and consistently demonstrating respect and integrity in their daily interactions.
6. Appropriate programmes for personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are in place. An enrichment programme enables pupils to develop and extend their knowledge and skills beyond their academic studies. Leaders have broadened the extra-curricular provision since the previous inspection. However, leaders have not ensured that all pupils participate in the opportunities for regular physical activity that are available to them.
7. Pupils consistently demonstrate courteous and kind behaviour. Relationships between pupils, and between staff and pupils, are strong and based on trust and mutual respect.
8. Pupils are supported well in exploring possible future pathways through direct alumni engagement, career workshops and curriculum-integrated discussions that inform their further education and employment choices.
9. Leaders ensure a secure, well-supervised physical environment. Pupils feel safe. They are confident in speaking to staff if they have concerns. Leaders and managers implement up-to-date safeguarding protocols, ensuring that staff receive relevant training, and act swiftly to address any concern.

10. A culture of vigilance is maintained through rigorous record-keeping, prompt responses to safeguarding issues and targeted support for vulnerable pupils, including pupils who have special educational needs and/or disabilities (SEND).

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that pupils regularly engage in physical activity across the school to promote their wellbeing.

Section 1: Leadership and management, and governance

11. At the core of leaders' strategic decision-making is a strong commitment to pupils' wellbeing. Leaders at all levels foster a highly positive school culture in which pupils feel supported, respected and valued as individuals. This approach reflects the proprietor's focus on pupil welfare and leaders' deep understanding of contextual risks that may impact on pupils' safety and wellbeing.
12. The proprietor and leadership team take a robust approach to risk management in order to identify and mitigate risks effectively. Leaders engage well with external partners to support pupils' wellbeing and proactively seek advice in their ambition to secure the best outcomes for each pupil.
13. Leaders demonstrate the knowledge and skills required to fulfil their roles effectively. They take part in regular training and development to support this. The proprietor maintains appropriate oversight, holding leaders accountable to ensure that the Independent School Standards are met consistently.
14. Leaders have cultivated an environment in which pupils embrace difference, challenge discrimination, demonstrate mutual respect and consistently exhibit positive behaviour. These efforts foster trusting, open relationships, both between staff and pupils, and among pupils themselves, creating an atmosphere in which pupils thrive academically, socially and emotionally.
15. Leaders prioritise pupils' mental health and emotional wellbeing, embedding values such as resilience, respect and kindness in the culture of the school. Pupils consistently demonstrate these qualities in their daily interactions, supported by well-implemented behaviour policies and proactive academic guidance.
16. Leaders have high aspirations for the quality of teaching and learning and have established responsive systems that support pupils' academic progress.
17. Leaders have taken care in structuring the school timetable to enable staff to meet regularly with pupils to discuss their progress and their wellbeing. Pupils become reflective learners who take responsibility for their learning and know when and how to seek the help they need to achieve well.
18. Leaders critically reflect on their practice to drive continual improvement, ensuring that the education provided remains relevant and in the best interests of the pupils. Leaders set high expectations for teaching and learning and are responsive to feedback, taking appropriate action where necessary to enhance the educational experience for all pupils.
19. Leaders effectively implement a complaints policy and act swiftly to resolve parental concerns. They ensure that all required information is provided to parents, maintaining transparency and open lines of communication. The school complies with the Equality Act 2010, and the accessibility plan outlines active strategies to improve access to the curriculum, physical spaces and the delivery of information. The school provides financial accounts and other relevant information to the responsible local authority relating to the funding of pupils with education, health and care (EHC) plans annually as required.

The extent to which the school meets Standards relating to leadership and management, and governance

All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders have developed a broad and suitable curriculum that stimulates pupils' interest and prepares them well for their future studies and careers. Leaders have high aspirations for pupils' progress and achievement. Leaders keep the curriculum under constant review to ensure that it remains relevant and continues to meet pupils' needs so that they are well prepared for the next stage of their education and for their future lives.
21. Leaders ensure that teachers have the knowledge and skills so that pupils make consistently good progress and achieve well. Regular assessment helps pupils practise and apply their knowledge and develop resilience to enable them to perform confidently in examinations. Staff meet regularly with pupils to review their progress. Frequent assessments, combined with detailed scrutiny of attainment, attitudes to learning and attendance, allow teachers to identify swiftly any pupils at risk of underachievement. The systematic and thoughtful use of data ensures that targeted support is promptly implemented.
22. Teaching is highly effective, with lessons and programmes of study carefully planned to engage pupils through a range of high-quality resources. Teachers demonstrate deep subject knowledge. They plan lessons which help pupils build on what they know and understand. Through informal peer observation, teachers refine and improve their practice, allowing for professional collaboration and consistency in the quality of teaching across the school.
23. Pupils are articulate and demonstrate a high level of knowledge. As part of religious studies, pupils discuss the concept of utilitarianism with confidence, evaluating its positive and negative aspects with well-reasoned arguments. Pupils make intellectual connections based on their previous learning and can speculate about and challenge different points of view. Pupils are self-motivated and determined to achieve well.
24. Teachers understand individual pupils' needs and adapt their teaching accordingly. Teachers provide expert advice and individualised support. Feedback in lessons helps pupils develop their confidence in their learning and identify ways in which they can improve their work. Positive relationships enable pupils to feel confident to seek help and take risks as they develop their ideas and deepen their understanding. Teaching enables pupils to break down their learning into manageable steps. This helps pupils secure their knowledge and deepen their understanding across the subjects they are studying.
25. A team of specialist staff provides expert guidance to teachers to enable them to support pupils who have SEND effectively. Teachers effectively identify pupils' needs and make appropriate adjustments to ensure that pupils receive appropriately tailored support and the resources necessary to succeed. Pupils who have SEND reflect well on their individual requirements and articulate what would help them as part of an ongoing dialogue with specialist staff.
26. Suitable arrangements are in place for identifying and supporting pupils who speak English as an additional language (EAL). Pupils receive individualised support that enables them to access the curriculum successfully and make good progress.
27. Staff promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect for those of different faiths and beliefs through their teaching. Leaders and

managers identify opportunities to promote these values in their curriculum plans. Leaders take appropriate steps to ensure that partisan political views are not promoted.

28. Pupils engage in a range of enrichment options, which allow them to extend their interests, for instance through the Extended Project Qualification. Some pupils also participate in recreational activity, such as gardening, visits to a local gymnasium and boxing.

The extent to which the school meets Standards relating to the quality of education, training and recreation

All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Leaders are assiduous in promoting and monitoring pupils' mental health and emotional wellbeing. The school's aims and values support pupils well to develop skills of perseverance, self-reliance, resilience, respect and kindness. Pupils demonstrate these qualities in their everyday interactions, both reflecting on and contributing to a positive and supportive school culture.
30. Leaders promote positive relationships both in and beyond the classroom. Attentive teaching and the ready availability of academic guidance and support promote pupils' self-confidence. The culture of mutual respect in lessons enables pupils to take intellectual risks without fear of judgement, contributing to an atmosphere of open discussion, inquiry and mutual encouragement.
31. Staff effectively implement the school's clear behaviour policy. Staff consistently model respectful behaviours that engender trust and supports pupils to take responsibility for their actions and choices. Consequently, pupils' conduct reflects leaders' high expectations and the school's values. Pupils regulate their behaviour effectively, demonstrating self-discipline in lessons and around the school. They socialise well across friendship groups and year groups, interacting with courtesy and consideration. They listen carefully to one another and co-operate readily. Pupils are self-confident, at ease with one another and integrate well, embracing each other's differences without prejudice.
32. Leaders provide pupils with opportunities to take the initiative in shaping school life, including establishing and running societies and clubs. These include a range of societies which encourage discussion and debate. Pupils benefit from a programme of external speakers to extend their knowledge and experience. Through the student ambassador programme, pupils develop leadership skills and contribute constructively to the development of the school. Ambassadors provide feedback on school life, which leaders consider carefully, taking reasonable steps to implement any recommendations.
33. Leaders have established a suitable and well-structured programme of relationships and sex education for pupils in Year 11, supported by a written policy developed in consultation with parents and which leaders regularly review. This provision, together with a well-considered programme of personal, social and health education, is extended into Years 12 and 13 through assemblies, workshops and talks by visiting speakers, which also develop pupils' spiritual and moral understanding. Leaders seek pupils' feedback as part of their regular review to ensure that the programme remains relevant to pupils' needs and experience.
34. Suitable arrangements are in place to address the rare instances of bullying, which are handled appropriately.
35. Leaders implement effective systems to identify pupils' emotional and mental-health needs and make provision for meeting these needs. They put in place well-considered risk assessments and individualised support plans, as required, to support pupils. As a result, pupils feel well supported in their mental health and wellbeing and readily access support when needed. Regular assessments help pupils build resilience in the context of high academic expectations, reinforced by effective pastoral support. A child and adolescent psychotherapist provides expert guidance to staff, providing them with guidance and appropriate strategies to support pupils. Staff receive relevant information and strategies to support new pupils when they join the school. Events such as the

annual wellbeing day help raise the profile of emotional and mental health and enable pupils to undertake a range of activities to support this now and in the future.

36. Leaders ensure that the physical environment is safe and well maintained. Health and safety checks are carried out regularly and appropriately recorded. An appropriate number of staff are trained in first aid. Pupils value the opportunity to rehearse evacuation and lockdown procedures and demonstrate a responsible attitude towards safety measures. Pupils are well supervised in lessons and around the school. Staff are vigilant about pupils' emotional wellbeing and act promptly to provide timely support when required. Pupils appreciate this attentive approach and feel well supported in school.
37. Leaders emphasise the importance of attendance and ensure that the written policy, which reflects the most recent statutory guidance, is implemented effectively by suitably trained staff. Pupils who are at risk of poor attendance are identified at an early stage. Leaders put in place appropriate support to enable pupils to improve their attendance and participate fully in school life. Leaders work closely with parents to promote good attendance and, where necessary, liaise with the local authority. Leaders maintain admission and attendance registers in accordance with statutory guidance, ensuring they contact the local authority when pupils join or leave the school at non-standard times.
38. Leaders have extended the extra-curricular provision since the previous inspection. However, not all pupils participate regularly in physical activity.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

39. Through the school's curriculum, assemblies and contributions from visiting speakers, pupils deepen their understanding of human, social and cultural issues. They reflect thoughtfully on contemporary topics such as the impact of human rights legislation, climate change, fake news, the right to protest, disability rights and the ethical considerations of stem-cell research. Discussions in lessons demonstrate their ability to engage critically with such issues, drawing on a broad range of knowledge and perspectives.
40. Pupils extend their cultural understanding beyond the classroom through participation in trips, such as visits to the theatre, and the PSHE curriculum, which extends pupils' knowledge of different cultures and traditions. In English and film studies, class discussions enable pupils to explore character motivations, evaluate ethical dilemmas and develop a deeper awareness of human behaviour. By engaging with a range of narratives, they gain insight into diverse social and cultural influences.
41. Pupils demonstrate positive mutual acceptance and respect. They acknowledge differences and show regard for others, including those with different backgrounds and protected characteristics. Pupils are conscious of their wider social responsibilities and take opportunities to volunteer in the community, including in care homes, hospices and in local faith communities. Pupils deepen their understanding of their broader responsibilities as citizens through active fund raising for diverse charitable causes.
42. Leaders ensure that pupils receive a well-rounded economic education, equipping them with the knowledge and skills required to manage personal finances effectively. Through the Young Enterprise scheme, pupils collaborate to establish and manage small businesses, developing financial literacy, entrepreneurial skills and an understanding of commercial decision-making. Through the careers programme, pupils learn how to budget, interpret payslips and understand tax returns. This provision reflects leaders' determination to prepare pupils for life in British society, ensuring they are confident in navigating economic and professional environments in the future.
43. Pupils are ambitious for their future pathways. Leaders provide access to recent alumni, for example through informal lunches, which helps pupils to make informed choices about their next steps. Pupils appreciate these opportunities to reflect on their decision-making. High-quality guidance on career pathways, higher education and degree apprenticeships ensures that pupils receive effective support. Leaders facilitate workshops to help pupils articulate the benefits of their work experience and volunteering in interviews.
44. Teachers regularly integrate discussions of career opportunities into subject lessons. For instance, in art, teachers highlight roles in the creative industries, while in computer science pupils develop artificial intelligence models and network protocols that support commercial business activities. Pupils use their skills to establish themselves as commercial photographers in their spare time.
45. Leaders provide meaningful opportunities for pupils to develop leadership skills. The student ambassador programme enables pupils to contribute constructively to the strategic development of the school. Older pupils take an active role in coaching and mentoring younger pupils, fostering a culture of collaboration and responsibility. Through these initiatives, pupils develop confidence,

communication skills and the ability to support and inspire others. They take their responsibilities as role models seriously.

46. Pupils take initiative in establishing societies that reflect their interests and values. Pupils have established a range of societies, including faith groups, which are inclusive and welcome participation from all pupils, regardless of faith background. These groups provide a forum for discussion, cultural exploration and engagement with external speakers. In addition, pupils make regular use of rooms in the school provided for use for prayer by pupils of all faiths, offering quiet and respectful spaces for personal reflection and worship.
47. Leaders actively promote fundamental British values and identify opportunities to emphasise these through the curriculum. Pupils demonstrate an understanding of democracy, as seen in their respectful engagement with differing opinions and their participation in elections for pupil ambassadors. They consistently exhibit a clear understanding of right and wrong through their daily interactions, upholding the school's values of respect and kindness.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

All the relevant Standards are met.

Safeguarding

48. Leaders have established a positive culture of safeguarding at the school. This underpins the school's culture of care and positivity. The proprietor maintains effective oversight of the arrangements for safeguarding and ensures that leaders maintain a constant focus on supporting pupils' welfare.
49. Pupils feel safe in school. They understand how to seek help from adults if they have concerns, for instance through the personal tutoring system, and the reporting system accessed by the QR codes prominently on display throughout the school. They know how to stay safe online and appreciate the systems in place to filter and monitor their online activity at school. Leaders regularly check and review the effectiveness of these systems and act promptly to make any necessary adjustments to ensure that systems are robust.
50. Leaders and managers are well informed of contextual safeguarding risks and implement suitable mitigation measures to keep pupils safe. Leaders ensure that safeguarding policy and practice reflect the most recent statutory guidance and are implemented effectively.
51. Staff training in safeguarding is regular, comprehensive and effective. Staff know how to report low-level concerns about the behaviour of adults in school. Leaders follow up all concerns promptly and take appropriate action when required.
52. Staff are vigilant about pupils' welfare. Staff act swiftly when they have any concerns that a pupil may be at risk of harm. Staff know how to report and record their concerns using the school's systems. Leaders routinely review the support the school offers pupils and keep detailed safeguarding records. They ensure that the rationale for all decisions and follow-up actions is clearly recorded. This includes referrals to the local authority children's services.
53. Leaders are alert to the vulnerability of pupils who have SEND. The mental and emotional support for pupils who have SEND is monitored by personal tutors, the welfare officer and staff with responsibility for safeguarding and behaviour across the school.
54. Leaders engage purposefully with safeguarding partners. These include children's services, the local authority designated officer, and children and adolescent mental health services. Leaders also consult relevant charities and organisations to ensure that they are taking all reasonable steps to keep pupils safe and support their wellbeing. Staff have access to a child and adolescent psychotherapist specialising in mental health who provides advice and guidance to staff to enable them to offer effective support to pupils.
55. Recruitment procedures for staff are rigorous. Relevant employment checks are made on all adults before they take up their appointment to work at the school and in line with statutory guidance. The single central record of appointments is maintained well.

The extent to which the school meets Standards relating to safeguarding

All the relevant Standards are met.

School details

School	Brampton College
Department for Education number	302/6101
Address	Brampton College Lodge House Lodge Road Hendon London NW4 4DQ
Phone number	020 8203 5025
Email address	admin@bramptoncollege.com
Website	www.bramptoncollege.com
Proprietor	Brampton Educational Services Limited
Chair	Mr Bernard Canetti
Headteacher	Mr John Wilson
Age range	15 to 19
Number of pupils	210
Date of previous inspection	December 2021

Information about the school

56. Brampton College is an independent school for pupils aged between 15 and 19. Founded in 1989 as 'The Tuition Centre' in Golders Green, north-west London, it relocated to its present location in Hendon in 1998. The college's main building is Lodge House, a three-storey building with a basement area. The school also occupies an annexe and a mathematics building behind Lodge House.
57. Brampton College offers a range of A Level and GCSE courses. Since the previous inspection, a new principal was appointed in September 2023, at which time the previous principal assumed the role of Senior Director of the proprietorial body. Many pupils live locally, drawn from within a five-mile radius of the school, and almost all pupils live within ten miles. Three-fifths of the pupils join Brampton College from other independent schools.
58. The school has identified 113 pupils as having special educational needs and/or disabilities. Five pupils in the school have an education, health and care plan.
59. The school has identified 11 pupils for whom English is an additional language.
60. The school states its aims are to deliver an exceptional education that has a transformative impact on its pupils. The school aims to empower pupils to set ambitious goals, to kindle an unwavering belief that their ambitions are achievable and to inspire them to become independent learners and global citizens.

Inspection details

Inspection dates

11 to 13 March 2025

61. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

62. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

63. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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