



**EDUCATIONAL OVERSIGHT INSPECTION OF PRIVATE FURTHER  
EDUCATION COLLEGES AND ENGLISH LANGUAGE SCHOOLS**

**MONITORING VISIT**

**EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT**

Full Name **East Midlands School of Business and Management**

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Principal Mrs Tammy Gill

Proprietor Mrs Tammy Gill

Age Range 18+

Total number of students 26

Numbers by age and type of study  
18+: 26  
EFL only: 26

Inspection date **28 October 2014**

## PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education colleges and English language schools. The focus of the visit is to confirm that the quality standards reported at the last full inspection are being maintained.

The ISI is an approved Educational Oversight body authorised by the Home Office to inspect privately funded further education colleges and English language schools in England and Wales offering courses on the Qualifications and Credit Framework. It is designed to improve the quality of education on offer to international students who attend UK colleges through Tier 4 of the points-based system for student visas.

ISI inspections are required to:

- Report on the extent to which colleges comply with the published Educational Oversight Standards;
- Assess and report on the quality of educational outcomes and provision;
- Where applicable, make recommendations outside the scope of the Standards to support continued improvement of quality.

Inspection provides objective and reliable reports on the quality of colleges, and by placing reports in the public domain, makes this information available to students, Government and the wider community. Inspection takes account of the context of each individual college, and of how it evaluates its own performance and demonstrates its success.

The inspection of the college is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on students. The inspection does not include:

- (i) an exhaustive health and safety audit;
- (ii) an in-depth examination of the structural condition of the college, its services or other physical features;
- (iii) an investigation of the financial viability of the college or its accounting procedures;
- (iv) an in-depth investigation of the college's compliance with employment law.

A monitoring visit is for those colleges found at the last inspection to have met or exceeded the Standards for Educational Oversight. Inspectors will make judgements on progress against any action points and recommendations made at that time. The inspection will not examine all other Standards in detail but will sample to confirm that previous Standards have been maintained and that there are no contrary indicators to those quality judgements.

## CONTENTS

	Page
<b>1 CHARACTERISTICS AND CONTEXT</b>	<b>2</b>
<b>2 SUMMARY OF FINDINGS</b>	<b>3</b>
<b>3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS</b>	<b>4</b>
<b>4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY</b>	<b>5</b>
<b>5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT</b>	<b>6</b>
<b>6 ACTIONS AND RECOMMENDATIONS</b>	<b>8</b>
<b>INSPECTION EVIDENCE</b>	<b>9</b>

## 1. CHARACTERISTICS AND CONTEXT

- 1.1 East Midlands School of Business and Management (ESBM), trading as JAK (Leicester) Limited, is a privately owned college operating in central Leicester. Founded in 2009 and acquired by the present owner in 2012, the college mission is to empower students to lead global corporations. It aims to encourage all students to reach their full potential.
- 1.2 The managing director acts as principal of the college and is supported by a recently appointed academic director. In addition, the academic manager is responsible for the management of English language courses.
- 1.3 The college is currently delivering English language courses at beginner, elementary and pre-intermediate levels. The college also offers business and management courses up to level 5 but these were not running at the time of inspection.
- 1.4 Enrolment is continuous, with new students starting at the beginning of each week. Students are selected following application and interview, assessment of language competence and review of their previous educational achievements.
- 1.5 There are currently 26 students enrolled of which 21 are female. All are over 18 years. Currently one student is studying on a Tier 4 visa. All students have English as an additional language. None have been identified as having special education needs or disabilities (SEND). The vast majority of students are from Saudi Arabia, with a minority from Libya, Turkey, Taiwan and Ethiopia.
- 1.6 The college was previously inspected on 17 September 2013, when it was found to meet expectations.
- 1.7 The recommendations from the previous report are:
  - Develop a systematic quality assurance cycle that includes self-assessment techniques.
  - Ensure that the college complaints procedure has provision for third party adjudication.
  - Ensure that students fully complete the student feedback questionnaires.

## 2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 17 September 2013 the college was found to meet expectations and the quality of education as judged at that time has been maintained.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is effective and is used appropriately to inform the planning of learning. The college is very aware of the cultural needs of students and the curriculum meets these needs well. The clear educational purpose is supported by effective schemes of work and lesson plans. The quality of teaching and learning is good. Resources are adequate and used effectively by knowledgeable teachers to ensure interest and variety during lessons. Assessment is well planned, robust and timely. Student progress, as observed in lessons and through internal assessment, is good.
- 2.3 Students' welfare, including health and safety, is satisfactory. Classrooms are adequately decorated and maintained. Arrangements for health and safety are sufficient. The student health and safety induction is not adequately reinforced and consequently the majority of students interviewed were unclear about required actions in an emergency. There are very effective and accurate admission, attendance and absence checking and recording systems. Arrangements for pastoral care of students are good and meet students' needs well.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. There is a clear educational direction. Relationships between managers and staff are effective. Policies are comprehensive but they are not systematically reviewed and monitored for effective implementation. Neither the staff development or appraisal policy have yet been satisfactorily implemented for all staff. Arrangements for quality assurance, including lesson observations and student feedback, are good and identify areas for improvement well. Self-evaluation is carried out although key areas of college activity are missed due to a lack of oversight. Staff recruitment and checks on suitability are appropriate, but references are not collected for all staff appointments.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good. All Key Standards continue to be met.
- 3.2 Initial assessment is appropriate and well managed. Information is used effectively to place students on an appropriate course and to inform their comprehensive individual learning plans. The curriculum meets students' needs, particularly with the provision of female only groups to meet cultural requirements. Courses are based on Common European Framework (CEFR) levels and lead to approved qualifications, as defined by the Home Office, for Tier 4 entrant international students.
- 3.3 The clear educational purpose is supported by comprehensive and effective planning of learning. The quality of teaching and learning is good. Knowledgeable teachers use a variety of methods and suitable activities to engage students. Resources are adequate and used effectively to ensure students are stimulated and engaged in their studies. Assessment is well planned, timely and effectively monitored. Students receive appropriate feedback which helps them to meet their educational outcomes.
- 3.4 Students make good progress in lessons and demonstrate confidence in their speaking and listening skills as a result. Students progress from their starting points is good. This is recorded through effective and well planned assessments.

#### **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

- 4.1 Students' welfare, including health and safety, is satisfactory. All Key Standards continue to be met.
- 4.2 Arrangements for health and safety are sufficient, with qualified first aiders. Fire exit signage is evident in most areas of the college but is missing from a small minority of classrooms.
- 4.3 The satisfactory first aid policy is implemented effectively. Students receive a health and safety briefing on enrolment. However, these are not adequately reinforced throughout students' time in the college, and not all students understand the actions to take in case of emergency and how to exit the building safely.
- 4.4 Classrooms are adequately decorated and maintained. Furniture and fittings are sufficiently appropriate for effective learning and teaching to take place.
- 4.5 There are very effective and accurate admission, attendance recording and absence checking systems. Effective arrangements are in place to report to the Home Office.
- 4.6 Students receive good pastoral and personal support. All staff are culturally aware of students' aims and requirements and ensure their needs are met through relevant class scheduling and lesson planning. The social programme is culturally appropriate and often highly personalised to meet individual needs for enrichment. Advice of an appropriate quality enables students to make informed decisions about future courses of study.

## 5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is satisfactory. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- Develop a systematic quality assurance cycle that includes self-assessment techniques.
  - Ensure that students fully complete the student feedback questionnaires.
  - Ensure that the college complaints procedure has provision for third party adjudication.
- 5.3 Good progress has been made against the first recommendation. A systematic approach to quality assurance is informed through effective measures. These include observations of teaching and learning against a well-defined quality framework, action planning based on student and staff feedback, and on the outcomes of internal verification. This is also supported by effective teacher self-evaluations of their own teaching practice.
- 5.4 Good progress has been made against the second recommendation. Student feedback is received through the completion of questionnaires, and actions planned and prioritised as a result. Management is effective at identifying areas for improvement for staff and students and planning actions against these.
- 5.5 Excellent progress made on the third recommendation. The complaints procedure now includes clear and appropriate provision for third party adjudication.
- 5.6 The educational direction is clear and students are well cared for. There are effective working relationships between the managing director, managers and staff. Senior management are approachable and supportive. Staff are well qualified, and they are effective in their roles as a result of good induction procedures and the support they receive.
- 5.7 There is a lack of oversight from the proprietor to ensure that appropriate policies are developed, reviewed and implemented effectively. There is a comprehensive range of policies although the majority are undated or have not been reviewed for their effectiveness for a considerable length of time. There is an appropriate staff development policy and the appraisal policy is unsystematic. Neither of these policies have yet been satisfactorily implemented for all staff.
- 5.8 Although a self-evaluation report has been developed, which identifies strengths and areas for development, the coverage is limited. It does not include policy development, governance and financial management, and health and safety. It does not address all college activities and operations.

- 5.9 References are not systematically collected for all appointments. Otherwise staff recruitment and suitability arrangements are appropriate.
- 5.10 The website includes a range of appropriate information to support student's choice of study at the college.

## 6. ACTIONS AND RECOMMENDATIONS

The college has maintained the satisfactory quality found at the last inspection.

### **Recommendations for further improvement**

In order to further improve the satisfactory quality provided, the college should:

- Ensure systematic and robust procedures for self-evaluation and governance, and that these cover all college activities.
- Implement systematic and robust procedures for policy development, review and implementation.
- Ensure all students fully understand the arrangements and actions required in the event of emergencies throughout their time in the college.
- Implement the staff development and appraisal policies and procedures for all staff.
- Ensure systematic procedures for the collection of references for all staff appointments.
- Improve the fire exit signage and ensure that it is visible in all areas of the college.

## INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with senior members of staff and with the principal and attended registration sessions. The responses of staff to confidential pre-inspection questionnaires were analysed and the inspectors examined regulatory documentation made available by the college.

### Inspectors

Ms Helen Chambers	Lead Inspector
Mr David Cox	Team Inspector