



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

MONITORING VISIT

EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT

(07100518)

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

Address 5 St. James Street, Leicester, LE1 3SU

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Principal Mrs Tamu Gill

Proprietor Mrs Tamu Gill

Age Range 18+

Total number of students 3

18+: 3

EFL only: 3

Inspection date **22 September 2015**

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 East Midlands School of Business and Management (ESBM) 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 enable students to improve their English skills to access higher education successfully. The managing director acts as principal and is supported by the academic manager.
- 1.2 The college is delivering English language courses at elementary and pre-intermediate levels. The college also offers business and management courses up to level 7; however, these courses were not running at the time of inspection. 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.
- 1.3 There are currently three students enrolled; all aged over 18 years. All students are from Saudi Arabia and have English as an additional language. The majority are female. No students are studying on a Tier 4 visa. No students have been identified as having special educational needs or disabilities (SEND).
- 1.4 The college was last inspected on 28 October 2014, when it met all Key Standards and the quality of education was judged to meet expectations. The recommendations from the previous report are:
- 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.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 28 October 2014 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. Assessment of students prior to enrolment is systematic and detailed, ensuring that students are placed on a course at the right level, meeting their educational aspirations. Courses on offer to Tier 4 students meet the definitions of an approved qualification, as set out in the Home Office guidance. Lessons are well planned and delivered by teachers with good subject knowledge. Most students make rapid progress in both their written and spoken English. Feedback is effective with detailed and supportive target setting. This ensures students know how well they are doing and what they need to do to improve further. Student progress and attainment are very good with the majority of students meeting their goals.
- 2.3 Students' welfare, including health and safety, is good. Arrangements for health and safety are effective. All students and staff are fully aware of arrangements and actions in the event of an emergency. Fire exit signage is appropriately displayed in all areas of the college. Appropriate health and safety policies are implemented effectively and the college is a safe place for staff and students. Classrooms are well maintained and comfortable; meeting the needs of students well. Students' attendance and registration records are accurate and ensure Home Office requirements are met. Students are punctual to lessons and this supports their effective learning. A small minority of students do not attend classes sufficiently and this slows their rate of progress. Pastoral care is good; students benefit from extensive support and this allows them to make good progress in their studies.
- 2.4 The effectiveness of governance, leadership and management is good. Systematic, robust and comprehensive procedures for self-evaluation and improvement planning ensure the college has an accurate understanding of its working practices and educational direction. Relationships between staff are excellent. This ensures the successful maintenance of high standards of education and the meeting of the college's aims. The recorded action plan lacks detail about timescales and the impact of actions and this makes it difficult to monitor or understand fully. Policies and procedures are fully implemented and systematically reviewed, contributing to efficient and effective working practices. Staff development and appraisal leads to the high standards of support and this has a positive impact on the teaching, learning and attainment. Staff references are collected, along with identity checks and right to work in the United Kingdom ensuring their suitability to teach and that the quality of teaching remains high.

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 Assessment of students' suitability prior to enrolment is very good. Students benefit from a detailed analysis of their skills and aspirations to ensure they are placed on a suitable course to meet their individual goals. Initial assessment information is used well to plan effective lessons and to meet students' individual needs. Consequently, students are appropriately challenged and well supported to make very good progress.
- 3.3 Courses on offer to Tier 4 students meet the definition of an approved qualification, as set out in the Home Office guidance.
- 3.4 Teachers are enthusiastic and have good subject knowledge. They use a broad range of effective teaching and assessment methods that motivate learners well. Learning resources are appropriate and used effectively, helping students to practise new skills. As a result, students develop confidence and independence, and most make rapid progress in both written and spoken English.
- 3.5 Feedback to students about their progress is timely, specific and encouraging. Target setting is detailed. Students understand clearly how well they are doing and what they need to do to improve further.
- 3.6 Students' progress and attainment are very good. A very large majority of students complete their course and gain their qualification within expected timescales. As a result they meet their individual goals and many progress to higher education.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is good. All Key Standards continue to be met.
- 4.2 The recommendations in this area from the previous inspection report are:
- Ensure all students fully understand the arrangements and actions required in the event of emergencies throughout their time in the college.
 - Improve the fire exit signage and ensure that it is visible in all areas of the college.
- 4.3 Excellent progress has been made against the first recommendation. All staff and students receive a comprehensive induction, explaining clearly what to do in the event of an emergency. Subsequent regular reminders of emergency arrangements, during meetings and through clear wall displays, ensure staff and students are fully aware of the actions required in the event of an emergency.
- 4.4 Excellent progress has been made against the second recommendation. Clear and suitable fire exit signage is displayed in all areas of the college, providing clear guidance on how to evacuate in the event of an emergency.
- 4.5 Arrangements for health and safety are good. Appropriate safety policies and procedures are effectively implemented and accurately recorded; ensuring the safety of staff and students. Risk assessments are detailed, current and regularly reviewed. As a result the college is a safe place for staff and students.
- 4.6 Classrooms are suitably maintained, clean and tidy with appropriate heating, lighting and ventilation. Washrooms are sufficient and in adequate decorative order. The facilities offer a comfortable and welcoming environment that meets the needs of the students well.
- 4.7 Students' attendance and registration records are accurate. Systems for monitoring attendance are detailed and carefully completed, ensuring all Home Office requirements are met. Students understand the need for punctual attendance and staff reinforce this regularly. As a result, students are almost always on time to lessons. Levels of attendance for a minority of students require improvement, leading to slow progress.
- 4.8 Pastoral care is good. Staff have a good understanding of the individual needs of students and deal with a variety of complex needs effectively. Students benefit from extensive support during their studies and this impacts positively on their progress and attainment.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is good. All Key Standards continue to be met.
- 5.2 The recommendations in this area from the previous inspection report are:
- 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.
 - Implement the staff development and appraisal policies and procedures for all staff.
 - Ensure systematic procedures for the collection of references for all staff appointments.
- 5.3 The college has made good progress in relation to the first recommendation. Senior managers have a systematic approach to self-evaluation. They regularly review and records progress in all college activities. Staff and student feedback is collected and responded to appropriately. This ensures managers have a clear and valuable insight into the working practices of the college as well as strong strategic vision.
- 5.4 Relationships within the senior team are very positive with a strong and useful exchange of views leading to accurate and effective decision-making. The self-evaluation report is accurate and used to good effect to inform improvement planning. The improvement plan is fully understood and implemented by senior managers, resulting in the successful maintenance of high standards of education and the meeting of the college's aims. However, the plan does not fully detail the reasons for actions and the timescales for implementation leading to limited understanding by those outside of the senior management team, making it difficult to monitor effectively.
- 5.5 Progress against the second recommendation is good. Senior managers have a systematic approach to the development, review and implementation of policies and procedures, which are communicated effectively through the employee handbook. Staff and students are aware of these and understand the benefits of them. This has contributed to efficient and effective working practices.
- 5.6 Progress against the third recommendation is good. The college has developed and fully implemented an effective policy and process for staff development and annual appraisal. Detailed and regular teaching practice observations, and self-evaluation, leads to clear target setting for improvement. This process ensures staff know what their areas for development are and what progress they are making; resulting in a positive impact on the standard of teaching, learning and assessment.

- 5.7 The college has made good progress in relation to the fourth recommendation. The timely collection of appropriate and detailed references confirms the identity of staff, their right to work in the United Kingdom and their suitability to teach at the college. This ensures that teaching and learning meets the needs of students and high standards of education are maintained.
- 5.8 Roles and responsibilities of staff are clearly defined. Communication between senior managers, teachers and administrative staff is excellent. This results in effective team working, the successful implementation of policies and procedures and a consistent and effective service for students.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Ensure the large majority of students attend lessons regularly so that opportunities for learning are maximised.
- Ensure the improvement plan details the reasons for actions and the timescales for implementation so that it is fully understood by those outside of the senior management team and can be monitored effectively.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted interviews with students and examined samples of students' work. They held discussions with senior members of staff as well as teachers. Responses of staff and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by college.

Inspectors

Mrs Julie Gibson	Lead Inspector
Mr Ray Brogden	Team Inspector