



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

MONITORING VISIT

EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT

(Company Registration No. 07100518)

Full Name	East Midlands School of Business and Management	
Address	Mansion House, 41 Guildhall Lane, Leicester, LE1 5HQ	
Parent\Company name	JAK (Leics) Limited	
Telephone Number	0116 4296607	
Email Address	info@esbm.org.uk	
Principal	Mrs Tamu Gill	
Proprietor	Mrs Tamu Gill	
Age Range	18+	
Total number of students	9	
Numbers by age and type of study	18+	9
	EFL only:	9
Inspection date	05 Dec 2017	

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 JAK (Leics) Limited, trading as East Midlands School of Business and Management (ESBM), is a privately owned college in the centre of Leicester. The school was established in 2009 and acquired by the current owner in January 2012. The mission is to ensure all students receive every encouragement and assistance to reach their full potential. The proprietor is the managing director and acts as principal, supported by the general manager.
- 1.2 The school runs English language courses for speakers of other languages, from beginner to pre-intermediate levels, and this includes International English Language Testing System (IELTS) preparation. The college also offers business and management courses levels 3-7 but none of these were running at the time of inspection.
- 1.3 English language programmes are delivered as short courses. Enrolment is continuous with a weekly intake. Students are enrolled following application and initial assessment of their language skills. There are currently no students studying on a Tier 4 visa. There are 9 students enrolled, all of whom are studying English as an additional language and are aged over 18 years. The majority of the students come from Saudi Arabia and just over half are male. The construction course for students aged 14-16 who were excluded from school which was being delivered during the previous inspection is no longer running. No students have been identified with learning difficulties and/or disabilities.
- 1.4 The school was last inspected 29 November to 01 December 2016, when it met all key standards and the quality of education was found to meet expectations.
- 1.5 The recommendations from the previous report are:
 - Implement actions identified as high priority in the fire risk assessment, including regular testing of electrical appliances and emergency lighting
 - Implement regular structured communication between all senior managers to ensure mutual accountability and drive improvement
 - Revise the college improvement plan and business development plan to reflect the current staff structure and ensure timely action
 - Implement systems which enable the senior team to analyse achievement data for all students to identify areas for improvement.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 29 November to 01 December 2016 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. Students are well educated in a professional and friendly environment. Initial assessment is used well to place students on an appropriate programme of study which meets their needs and aspirations. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in Home Office guidance. Teaching is good. Teachers are suitably skilled and experienced and learning activities engage students' interest. As a result, students gain confidence and improve their language skills. Resources support and promote learning and class time is managed well. Good use is made of individual student files to record initial assessment, student aspirations, targets and progress, although the majority of students' individual targets are too generalised to measure achievement effectively. Outcomes for students are good. Assessments and progress reviews enable students to understand how to improve. Attainment and progress are good in relation to students' starting points. A large proportion of students move on to higher level studies and others return to their own country with enhanced English language skills.
- 2.3 Students' welfare, including health and safety, is good. The college premises are fit for purpose and well maintained and all necessary measures have been taken to reduce the risk of fire and other hazards. Appropriate emergency procedures are in place and signage and evacuation procedures are clear. As a result the college provides a safe environment for students and staff which is conducive to learning. Registration and attendance records are thorough and accurate. Appropriate procedures for complying with Home Office regulations are in place. Pastoral support is good and appropriate for the current student population. Relationships within the college are excellent and students value the friendly atmosphere.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. Ownership is effective in ensuring the quality of education and safety and welfare of students. Suitable qualified and experienced staff are appointed. Student progress is recorded on an individual basis but managers lack a tracking system which provides a comprehensive overview and facilitates data analysis to guide improvement. Management responds well to student feedback and secures improvements but processes for self evaluation are underdeveloped and not based on analysis of data. Quality improvement action points are clear, but timing is not sufficiently specific to ensure impact, and evaluation and review processes are not yet embedded. Procedures for staff recruitment are satisfactory, and appropriate checks are completed, but the records lack some important details such as dates, and names of referees.

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 The quality of course provision and curriculum is good. The college has a clear statement of educational purpose supported by appropriate courses which enable students to develop their language skills effectively. Students are well educated in a professional and friendly environment. Effective use is made of initial assessment to place students in an appropriate programme of study which matches their needs and aspirations well. The courses enable all students to learn and improve their English language skills. Consequently, they are able to gain confidence and make good progress. Courses on offer to Tier 4 students meet the definition of an approved qualification as set out in Home Office guidance.
- 3.3 The quality of teaching is good. Learning activities are planned to meet students' needs and effectively engage the interest of students. Teachers are suitably skilled and experienced and teaching successfully develops students' language abilities. Satisfactory use is made of classroom resources to support and promote learning and class time is managed well. Good use is made of individual student files to record their initial assessment, aspirations, individual targets and progress, although the majority of students' individual targets are so general as to be of little use in measuring progress.
- 3.4 Outcomes for students are good. Regular assessments and reviews of students' progress enable them to understand what they need to do to improve. Attainment and progress are good in relation to students' starting points. A large proportion of students move on to higher level studies and others return to their own country with enhanced English language skills.

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 recommendation in this area from the previous inspection report is:
- Implement actions identified as high priority in the fire risk assessment, including regular testing of electrical appliances and emergency lighting
- 4.3 Excellent progress has been made against this recommendation. Priority actions have been carried out, electrical appliances are tested regularly and emergency lighting is in place.
- 4.4 There are good arrangements for ensuring the health and safety of students and staff. The school premises are fit for purpose and well maintained and all necessary measures have been taken to reduce the risk of fire and other hazards. Students confirm they know what to do in case of fire. Appropriate emergency procedures are in place and signage and evacuation procedures are clear. As a result, the college provides a safe environment for students and staff which is conducive to learning.
- 4.5 Systems for recording registration and attendance are good. Records of enrolment and attendance are thorough and accurate. Attendance and punctuality policies and procedures are effective.
- 4.6 Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students on Tier 4 visas. Appropriate arrangements to make the necessary reports to the Home Office are in place.
- 4.7 Pastoral support is good and appropriate for the current student population. Relationships between students and staff are excellent and students value the friendly atmosphere. They know who to go to if they have an issue. Relationships between students are good and most would recommend the college to others.

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:
- Implement regular structured communication between all senior managers to ensure mutual accountability and drive improvement
 - Revise the college improvement plan and business development plan to reflect the current staff structure and ensure timely action
 - Implement systems which enable the senior team to analyse achievement data for all students to identify areas for improvement
- 5.3 Satisfactory progress has been made against the first recommendation in this section. Regular staff meetings are held where issues are discussed, minutes recorded and action points noted. However, it is not always clear who will take responsibility and time frames are not sufficiently specific. As a result, improvements are unnecessarily delayed.
- 5.4 Progress on the second recommendation is satisfactory. Actions are clear but timing is vague and too far in the future to have a speedy impact. There is no evidence of evaluation and review of action points to ensure that effective action has been taken and to assess the impact.
- 5.5 Satisfactory progress has been made on the third recommendation. Individual student files contain clear records of their progress and achievement but there is no centralised tracking system. As a result, there is no overview of students' achievement as a whole and data is not effectively used to give a basis for improvement.
- 5.6 Ownership and oversight are satisfactory. Educational direction is clear and the proprietor provides effective resources and ensures adequate financial management. Relationships between the proprietor/principal, the general manager and the staff are good. Leaders and managers implement policy in accordance with the aims of the college and safeguard students well. They appoint well qualified and experienced staff, ensure their suitability to work with students, and support them effectively. Staff are supportive of the school.
- 5.7 Quality assurance arrangements are satisfactory. Managers make good use of student feedback to secure improvements in student experience but processes for self evaluation are underdeveloped. The college's self evaluation report is too descriptive and is not based on analysis of data. There is no linkage to the college's quality improvement plan.
- 5.8 Procedures for staff recruitment are satisfactory. Appropriate checks to verify identity, right to work in the UK, and qualifications are carried out and copies filed

although these are not authenticated with a signature and date to verify that the originals have been seen. References are taken up before commencement of employment and written references are completed but the name and status of the referee is not always recorded. Enhanced Disclosure and Barring Service (DBS) checks are completed for all staff. The single central record lacks dates and not all information is recorded in the one document.

5.9 The college responded speedily to all requests for information.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Strengthen student individual target setting to ensure goals are measurable and achievable within a defined time frame
- Strengthen self evaluation processes to include results of data analysis and lead to specific actions for improvement
- Ensure quality improvement action points are specific, timely, and regularly evaluated and reviewed
- Update the single central record to include all relevant information, with dates, and ensure all references specify the name and status of the referee.

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 proprietor, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mrs Pauline Bateman	Lead Inspector
Mr Martin Green	Team Inspector