



**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**

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Website <https://www.esbm.co>

Principal Mr Andrew Flint

Proprietor Ms Tamu Gill

Age Range 16+

Total number of students 32

Numbers by age and type of study
18+: 32
EFL only: 26
FE only: 5
EFL and FE: 1

Inspection date **28 March 2023**

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 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
1 CHARACTERISTICS AND CONTEXT	2
2 SUMMARY OF FINDINGS	3
3 THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS	4
4 STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY	6
5 THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT	7
6 ACTIONS AND RECOMMENDATIONS	9
INSPECTION EVIDENCE	10

1. CHARACTERISTICS AND CONTEXT

- 1.1 East Midlands School of Business and Management (ESBM) is a privately owned college, established in 2009 and located in Leicester city centre. The managing director, who has been the sole proprietor since 2012, provides governance and oversight. Day to day running of the school is delegated to the principal, supported by a director of studies. The school's mission is to ensure that all students receive encouragement and assistance to reach their full potential.
- 1.2 The school accepts students aged 16 and over. It offers general English language courses from beginner to upper intermediate level. Most courses are 12 weeks in duration and students can enrol at the beginning of any week. An interview and a written test are used to ensure that students are placed on a course that meets their needs. English for academic purposes and preparation courses for the International English Language Testing Service (IELTS) examination are offered on request but these were not running at the time of inspection. The school delivers alternative provision for students from local secondary schools, but this did not form part of the inspection.
- 1.3 ESBM offers foundation pathway courses in Business, Economics and Social Studies, and Science, Engineering and Computing, which also include English for academic purposes. These courses begin in September and students can join during the autumn term if their language levels are high enough. Students' suitability is assessed through the application form, an interview and placement test. The minimum requirement is an IELTS score of 4.5 or equivalent, together with appropriate high school results. The school has partnerships with a number of universities offering progression to a relevant degree course.
- 1.4 At the time of inspection there were 32 students enrolled. Currently no students are studying under Student visa arrangements. All are aged over 18 and there are approximately equal numbers of male to female. The vast majority of students come from the Middle East and North Africa. All students speak English as an additional language. At the time of the visit there were no students identified with additional learning difficulties or disabilities. The school does not provide accommodation.
- 1.5 The college was last inspected on 30 November–2 December 2021 when it met all key standards, and the quality of education was judged to meet expectations.
- 1.6 The recommendations from the previous report are:
 - Encourage the use of a wider range of resources and interactive learning activities in order to promote effective learning and increase student enjoyment.
 - Strengthen data analysis and reporting to ensure management information is readily available to assess all areas of the school's performance and speedily inform improvements.

2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations.** At the previous inspection of 30 November to 2 December 2021 the school 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 highly effective so that students are placed on a course that closely matches their needs, capabilities and aspirations. All courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification for Home Office purposes. The quality of teaching and learning is good. Teachers use a wide range of activities and resources to improve students' speaking, listening and comprehension skills. They provide effective individual support that motivates students and develops their confidence. Consequently, students make good progress. In a very small minority of lessons, technology is not used effectively to support learning. The large majority of students successfully complete their course. Students who apply to university nearly always secure a place.
- 2.3 Students' welfare, including health and safety, is good. The premises are fit for purpose, secure and well-maintained. Effective measures are in place to ensure the health and safety of staff and students. The school keeps highly accurate registration and attendance records. Absences are followed up promptly and processes are in place to make reports to the Home Office as required. A minority of students do not attend sufficiently well, or are late to lessons, which limits their learning. Pastoral and personal support for students is excellent. Students feel safe in the school. Arrangements to safeguard students under the age of 18 are good. The designated safeguarding lead (DSL) ensures that appropriate policies and procedures are in place and that all staff are appropriately trained.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight of the school is good. The proprietor and principal work effectively together to provide a high standard of care and education, and to ensure that the health, safety and welfare of students is maintained. All legal permissions are met. Quality assurance is good. Managers have improved the use of data analysis to bring about improvements to provision. They have successfully ensured greater use of interactive activities and resources in classes to increase student enjoyment. Staff recruitment and suitability checks are good, including checks through the Disclosure and Barring Service (DBS). Provision of information is good.

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 recommendation in this area from the previous inspection report is:
- Encourage the use of a wider range of resources and interactive learning activities in order to promote effective learning and increase student enjoyment.
- 3.3 The school has made good progress towards this recommendation. Teachers now use a wider range of real-life resources and graded reading books alongside the course books to engage students' interest and develop their language skills. They use more interactive activities in class such as quizzes, videos, audio recordings and internet research that makes learning more enjoyable for students.
- 3.4 Assessment of students prior to and on arrival to the college is excellent. Students are assessed using the application form, interviews and placement tests very effectively to ensure that they are placed on a course that meets their needs. Staff use the information from initial assessment very effectively to plan an appropriate course of study.
- 3.5 Course provision is excellent. The range of general English courses has been widened to ensure that they are closely matched to the capabilities of students at all levels. Pathway courses prepare students well for university entrance. All courses on offer to students studying under Student visa arrangements meet the definition of an approved qualification for Home Office purposes.
- 3.6 The quality of teaching and learning is good. Well-qualified teachers use their expertise effectively to plan interesting lessons with a wide range of activities. This motivates students to participate and work hard. Teachers provide high levels of support to individuals so that they improve their speaking, listening and comprehension skills and develop in confidence. They use skilful questioning to check learning and challenge students to extend their answers further. Consequently, students make good progress in lessons and develop their vocabulary, pronunciation and understanding of grammatical structures. The resources used reflect a diverse range of perspectives and cultures. This encourages students' understanding and inclusion of people from different faiths and beliefs. Students study within a mutually respectful atmosphere that does not undermine British Values and does not discriminate against students with any protected characteristics.
- 3.7 The majority of teachers use technology effectively to enhance learning. However, in a very small minority of lessons projectors are not used appropriately so that the materials displayed are not clear. Connections are not always reliable in on-line lessons and staff do not use all the features available in the meeting application. As

a result, students cannot access the materials effectively or their participation and collaboration with each other is limited.

- 3.8 Students' progress and attainment is good. Students make good progress over time. The large majority of students complete their course successfully. Students who apply to university are nearly always successful.

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 Health, safety and security of premises is good. The premises are fit for purpose, secure and well maintained. Free drinking water is provided to help maintain student well-being. Effective policies and procedures are in place to ensure the health and safety of staff and students. All necessary measures are taken to protect students from fire and other hazards. Staff and students receive appropriate training at induction on health and safety and through the employee and student handbooks. Students and staff feel, and inspectors agree, that the school provides a safe and comfortable environment in which to study.
- 4.3 Student registration and attendance records are good. The school keeps highly accurate registration and attendance records. Attendance is well-monitored and students who are absent are contacted promptly. Appropriate arrangements are in place to make the necessary reports to the Home Office, although no students are currently studying under Student visa arrangements.
- 4.4 Attendance of the majority of students is good. However, a minority of students do not attend sufficiently well, or are late to lessons, which limits their learning.
- 4.5 Pastoral and personal support for students is excellent. Relationships between students and staff, and students themselves are excellent. There have been no recorded instances of bullying or harassment. Students feel staff are approachable and they know who to go to with a problem. The school has links with external agencies to provide support to students on personal issues if required.
- 4.6 Safeguarding arrangements are good. An appropriate policy is in place and implemented. The principal acts as the DSL and is trained to the appropriate level. Staff are appropriately trained in safeguarding and preventing risk from radicalisation and extremism. They understand their responsibilities to safeguard students under the age of 18. Students feel safe in the school.

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 recommendation in this area from the previous inspection report is:
- Strengthen data analysis and reporting to ensure management information is readily available to assess all areas of the school's performance and speedily inform improvements.
- 5.3 The school has made good progress towards this recommendation. Managers now have access to a variety of reports on attendance, achievement and student feedback that are well used to evaluate performance and bring about improvements.
- 5.4 Ownership and oversight of the school is good. The proprietor is closely involved with the school on a daily basis and provides effective oversight. There is a highly effective relationship between the proprietor and the principal. Together they provide clear educational direction and focus on maintaining and improving the high standard of care and education provided for students, in line with the school's stated aims and ethos. They ensure that the health, welfare and safety of students is protected. All legal permissions are met.
- 5.5 Management structures and responsibilities are good. Management roles and responsibilities are very clear. Responsibility for the day to day running of the school, maintaining academic standards and safeguarding is delegated to the principal. He fully discharges his duty to safeguard students under the age of 18.
- 5.6 Quality assurance is good. The school collects and analyses feedback from students and staff methodically and uses this information very effectively to bring about improvements to the student experience. The school has an effective appraisal process that includes all aspects of staff performance. Teachers are observed frequently and the results used to inform appraisal. Targets are set and reviewed to ensure that the required improvements are made in a timely fashion. The complaints policy is appropriate and adapted to make sure that it is easily understood by students with limited English. Arrangements exist to record formal complaints. However, to date all complaints have been resolved informally. The procedure includes provision for independent arbitration should a complaint remain unresolved.
- 5.7 Staff recruitment and suitability checks are good. All necessary checks have been made on staff prior to their appointment to confirm their identity and right to work in the UK. All necessary checks are made to ensure staff's suitability to work with students under the age of 18, including enhanced DBS, and where applicable overseas police checks. Qualifications are checked and references are taken up prior to appointment. There is a systematic approach to ensuring that all necessary checks are made and recorded.

- 5.8 Provision of information is good. The website contains a good range of information that is helpful to students and prospective students. All information requested by the inspectors was provided promptly.

6. ACTIONS AND RECOMMENDATIONS

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

Recommendations for further improvement

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

- Develop the provision and use of technology further, so that all students access materials equally and participate fully in class and on-line
- Enforce the attendance policy rigorously to ensure that all students attend regularly, are punctual and therefore achieve to a high standard.

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. The responses of staff and students to confidential pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Ms Angela Moir	Lead Inspector
Ms Margaret Arokiasamy	Team Inspector