



**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 5FQ

Telephone Number 01164296607

Email Address admin@esbm.org.uk

Website www.esbm.org.uk

Principal Mr Andrew Flint

Proprietors Mrs Tamu Gill

Age Range 16+

Total number of students 22

Numbers by age and type of study 16 – 17: 1

18+: 21

EFL only: 17

EFL and FE: 5

Inspection date **15 October 2024**

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.

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1. CHARACTERISTICS AND CONTEXT

- 1.1 Established in 2009, East Midlands School of Business and Management (ESBM) is a privately owned school located in Leicester city centre. The managing director, who has been the sole proprietor since 2012, provides governance and oversight. The 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 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.
- 1.3 ESBM also 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 each September, and students can join during the autumn term if their language levels are high enough. Student 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, 22 students were enrolled. Currently, no students are studying under Student Visa arrangements. Almost all are aged over 18, and the majority are male. 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 inspection, no students were identified with additional learning difficulties or disabilities. The school does not provide accommodation.
- 1.5 The school was last inspected on 28 March 2023 when it met all Key Standards, and the quality of education was judged to meet expectations. The recommendations from the previous report are:
 - Develop the provision and use of technology further, so that all students access materials equally and participate fully in class and online
 - Enforce the attendance policy rigorously to ensure that all students attend regularly, are punctual and therefore achieve to a high standard.

2. SUMMARY OF FINDINGS

- 2.1 **The school does not meet expectations.** At the previous inspection of 28 March 2023, the school was found to meet expectations and the quality of education as judged at that time has not been maintained. The school does not meet the following Key Standards:
1. The college or language school maintains an accurate admission register and an accurate attendance register **[Standard 33]**.
 2. Appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe **[Standard 40]**.
 3. The leadership of the college or language school provide clear educational direction which is reflected in the quality of education provided, the care of students, and the fulfilment of the college or language school's stated purpose, or its aims and ethos **[Standard 45]**.
 4. The college or language school has adequate quality assurance mechanisms in place which lead to the improvement of the quality of educational experience or the maintenance of existing high standards **[Standard 49]**.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. The school provides courses that are well-matched to students' educational needs and language abilities. Most students complete the course they register for. Courses on offer to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance. However, no such students are currently enrolled. Teaching is good. Teachers are appropriately experienced and qualified and use their skills and expertise to plan effective lessons which engage and motivate students. Students benefit from learning technologies that help them practise their English language skills in lessons and outside the classroom. Teachers mark students' assessments promptly and track their progress accurately over time. However, teachers do not consistently provide all students with clear and specific written feedback to help them improve their English language skills more rapidly. Students make at least the progress expected of them, given their starting points and the length of their course, and most progress successfully to their next level of learning.
- 2.3 Students' welfare, including health and safety, is unsatisfactory. Students benefit from clean, well-equipped premises which support their learning and progress well. Student registration and attendance records are unsatisfactory. The school maintains an accurate admission register. However, attendance registers are not accurately maintained. As a result, managers do not have access to reliable attendance data. Safeguarding arrangements are unsatisfactory. All staff complete relevant safeguarding training at an appropriate level. Staff are subject to an appropriate DBS suitability check prior to or on appointment. However, leaders have not implemented sufficiently robust safeguarding processes to keep all students safe. Safeguarding procedures for sharing information with local safeguarding partners and for using social media communication platforms are not fully developed.

- 2.4 The effectiveness of governance, leadership and management is unsatisfactory. The proprietor has a clear strategic vision for the school and is fully involved in its development and growth. Leaders ensure that students continue to receive a good standard of teaching and make effective progress. However, leaders have not ensured that policies and procedures for safeguarding students and monitoring attendance are sufficiently robust and consistently implemented. Leaders collect and analyse student feedback systemically, identifying and responding to any individual areas for development. Leaders carefully analyse accurate achievement data to effectively monitor the quality of teaching and its impact on learning. However, leaders' self-evaluation processes are not sufficiently rigorous to accurately evaluate performance and swiftly tackle areas of non-compliance. Arrangements to check the suitability of staff prior to their appointment are effective. Leaders and managers ensure that all the necessary checks to confirm the identity of staff and their right to work in the UK are completed promptly.

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:
- Develop the provision and use of technology further, so that all students access materials equally and participate fully in class and online.
- 3.3 Excellent progress has been made against the recommendation. Leaders have invested significantly in learning technologies, ensuring all students can access high-quality learning materials in class and online. Classrooms are equipped with large interactive screens, which teachers use very effectively to engage all students with challenging multimedia activities. This helps students to consolidate their speaking and listening skills. All students have access to online coursebook activities which they use to help them practise their reading and writing skills outside of the classroom. In consequence, students develop their independent learning skills.
- 3.4 The quality of course provision and curriculum is good. Courses are well-matched to students' educational needs and language aptitudes. Students have access to a good range of English language courses at different ability levels. The foundation pathway courses ensure students develop the subject knowledge and academic study skills they need to progress to higher-level study. As a result, most students complete the course they register for.
- 3.5 Courses on offer to students on Student Visas meet the definition of an approved qualification, as set out in the Home Office guidance, even though no such students are currently enrolled. Courses are available on a full-time basis, with a minimum of 15 hours a week of classroom-based, daytime study. English language courses can be offered at or above level B2 of the Common European Framework of Reference for Languages, as required.
- 3.6 Teaching is good. Teachers are appropriately experienced and qualified. They use their skills and expertise to plan effective lessons which engage and motivate students. Students benefit from good opportunities in lessons to practise their speaking and listening skills. This helps them to develop their fluency and pronunciation skills. Students fully participate in their lessons. They enjoy working collaboratively in groups to discuss different topics and practice using their newly acquired vocabulary. This helps students to make progress and develop confidence in using English in different contexts.
- 3.7 Students complete regular assessments, which help them understand their progress. Teachers mark students' assessments promptly and track their progress accurately over time. Teachers use assessment outcomes appropriately to set students general targets for improvement, such as completing homework activities to develop their reading skills further. However, teachers do not consistently provide all students with

clear and specific written feedback to help them improve their English language skills more rapidly.

- 3.8 Teachers have a good rapport with their students. They ensure all students have good opportunities to participate and contribute to lessons. Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Teaching encourages respect for other people, including the protected characteristics set out in the Equality Act 2010.
- 3.9 Progress and attainment are good. Students make at least the expected progress given their starting points and the course length. Students are supported well in developing the English language and study skills they need to progress to their next education stage. As a result, most students progress successfully to the next level of learning.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

- 4.1 Students' welfare, including health and safety, is unsatisfactory. Not all Key Standards continue to be met.
- 4.2 The recommendation in this area from the previous inspection report is:
- Enforce the attendance policy rigorously to ensure that all students attend regularly, are punctual and therefore achieve to a high standard.
- 4.3 Unsatisfactory progress has been made against the recommendation. Since the previous inspection, leaders and managers have introduced more systematic procedures to follow up promptly with students who are late or absent. However, the attendance policy is not consistently implemented, and registers are not robustly maintained. As a result, leaders and managers cannot always reliably monitor students' attendance over time to ensure they attend regularly.
- 4.4 The standard of the premises is good. Students benefit from clean, well-equipped premises which support their learning and progress well. Classrooms, social spaces and the library are well-maintained and decorated. Classrooms are furnished and equipped to a good standard, including appropriate learning technologies. Free drinking water is available. Washrooms are clean and sufficient for the current number of students and staff. Adequate security arrangements are in place. Heating, lighting, and ventilation are all suitable.
- 4.5 Student registration and attendance records are unsatisfactory. The school maintains an accurate admission register. A clear attendance policy is in place; however, this is not fully implemented. Managers have introduced an electronic attendance monitoring system; however, this is often incomplete and not accurately maintained on a daily basis. As a result, managers do not have access to reliable attendance data.
- 4.6 The proprietor has a secure understanding of Home Office requirements regarding the reporting arrangements for students on Student Visas. However, no such students are currently enrolled. Students are clear about the procedures for collecting and refunding fees and deposits and feel they are fair.
- 4.7 The safeguarding arrangements for students under the age of 18 are unsatisfactory. Appropriate leaders are designated as safeguarding leads, and all staff complete safeguarding training at a suitable level. Staff are subject to an appropriate DBS suitability check prior to or on appointment. However, leaders have not implemented sufficiently robust safeguarding processes to keep all students safe. Safeguarding procedures for sharing information with local safeguarding partners and using social media communication platforms are underdeveloped. Leaders made appropriate changes to safeguarding arrangements during the inspection. However, it is too soon to evaluate the impact of these changes fully.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

- 5.1 The effectiveness of governance, leadership and management is unsatisfactory. Not all Key Standards continue to be met.
- 5.2 Ownership and oversight of the school is unsatisfactory. The proprietor has a clear strategic vision for the school and is fully involved in its development and growth. There is an effective relationship between the proprietor and the principal. Together, they ensure that students continue to receive a good standard of teaching and make effective progress. However, leaders have not ensured that policies and procedures for safeguarding students are sufficiently robust and consistently implemented. Leaders do not have sufficient oversight of attendance monitoring systems to ensure that registers are properly maintained and accurate.
- 5.3 Quality assurance arrangements are unsatisfactory. Leaders collect and analyse student feedback systemically, identifying and responding to any individual areas for development. Leaders carefully analyse accurate achievement data to effectively monitor the quality of teaching and its impact on learning. As a result, the good standard of education that students receive has been maintained. However, leaders' self-evaluation processes are not sufficiently rigorous to accurately identify priorities for improvement. As a result, leaders do not always swiftly tackle the necessary areas of non-compliance. Leaders have implemented an effective complaints policy and procedures.
- 5.4 Arrangements to check the suitability of staff prior to their appointment are effective. Leaders and managers ensure that all the necessary checks to confirm the identity of staff and their right to work in the UK are completed promptly. Staff files are systematically organised and well-maintained. A detailed central record of completed checks is accurately updated. Leaders make the appropriate reports to the Disclosure and Barring Service when required.
- 5.5 The school website provides students with accurate details of the curriculum to help inform their study choices. Students can easily access the clear complaints procedure and other key policies. Leaders promptly provided all the requested inspection information, which was well organised and properly presented.

6. ACTIONS AND RECOMMENDATIONS

The school has not maintained the good quality found at the last inspection.

Actions required to meet the Standards

In order to meet the Standards of Educational Oversight, the school must:

1. Ensure that the school maintains an accurate attendance register **[Standard 33]**
2. Ensure that appropriate safeguarding arrangements are in place and are regularly reviewed to keep all students safe **[Standard 40]**
3. Implement effective oversight procedures which ensure the proprietors are effective in discharging their responsibilities for safeguarding and attendance monitoring **[Standard 45]**
4. Establish adequate quality assurance mechanisms which lead to the improvement of the quality of educational experience or the maintenance of existing high standards **[Standard 49]**.

Recommendations for further improvement

In addition to the above action points, the school should:

- Ensure all students benefit from constructive written feedback that provides clear and specific suggestions to help them improve their English language skills further.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with the proprietor, principal and other members of staff. Inspectors attended registration sessions. 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

Mr Steve Ingle	Lead Inspector
Ms Ann O'Toole	Team Inspector