



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

MONITORING VISIT

EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT

(Company No. 07100518)

Full Name	East Midlands School of Business and Management
Address	Mansion House, 41 Guildhall Lane, Leicester, LE1 5FQ
Telephone Number	0116 4296607
Email Address	md@esbm.org.uk
Website	www.esbm.org.uk
Principal	Mrs Tammy Gill
Proprietor	Mrs Tammy Gill
Age Range	16+
Total number of students	26
Numbers by age and type of study	16-17: 5 18+: 21 EFL only: 26
Inspection date	3 December 2019

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 Established in 2009, East Midlands School of Business and Management (EMSBM) is a privately-run college located in Leicester city centre. The college's mission is to ensure that all students receive encouragement and assistance to reach their full potential. Governance is provided by the sole director, who also acts as managing director. She is supported by a general manager and a director of studies.
- 1.2 The college offers a range of general English language courses at different levels and for different durations. The college also offers a range of business and management courses at levels 3 to 7, and preparation courses for the International English Language Testing System (IELTS) examination. Only general English courses were running at the time of the inspection. Recruitment and enrolment for these classes is continuous throughout the year. There are specific course dates and entry requirements for business and management courses.
- 1.3 The college accepts students aged 16 and over. At the time of the inspection there were 26 students enrolled. The large majority of students are aged over 18, male, and from Saudi Arabia. Students are also recruited from Turkey, China and Kuwait. All students speak English as an additional language. At the time of the visit there were no students identified with learning difficulties or disabilities.
- 1.4 The college was last inspected on 7 December 2018, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.5 The recommendations from the previous report are:
 - Maintain accessible and detailed records of regular safety tests
 - Ensure that first aid supplies are checked regularly
 - Fully implement and monitor the system of recording and reviewing specific individual learning targets
 - Ensure the monitoring of attendance register completion is robust and effective
 - Ensure quality-improvement planning identifies appropriate priorities for development, leading to improvements in the overall quality of education.

2. SUMMARY OF FINDINGS

- 2.1 **The college meets expectations.** At the previous inspection of 7 December 2018, 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 students' achievements is good. Courses meet the needs and aspirations of students. Courses on offer to Tier 4 visa students meet the definition of an approved qualification, as set out in the Home Office guidance. Teachers effectively establish students' language skills on arrival and place them on the most appropriate programme to meet their needs. The standard of teaching is good. Experienced and appropriately qualified teachers plan lessons which effectively develop students' English language skills. They create an inclusive learning environment where most students are motivated and make a positive contribution. In a few cases, teachers rely on the course textbook and do not fully challenge the most skilled students to make substantial progress from their starting points. Teachers regularly assess and monitor students' progress and achievement over time. Teachers frequently review students' targets, update their learning plans and provide students with useful feedback which helps them to improve their language skills. As a result, the large majority of students make good progress.
- 2.3 Students' welfare, including health and safety, is satisfactory. There is an appropriate health and safety policy in place, which is implemented effectively. Relevant safety checks are regularly conducted and recorded. A suitable number of staff have received first aid training. The premises are clean, well maintained and attractively decorated and furnished. The college maintains an accurate admission and attendance register. Suitable procedures are in place to make the necessary reports to the Home Office if required. Overall attendance rates are good. Students benefit from a good standard of pastoral care. Appropriate procedures are in place for recording and reporting any safeguarding concerns. Staff are trained in safeguarding and are clear on their role and responsibilities. Medical information for students under 18 is obtained on enrolment but is not always clearly and formally recorded in student files. The current policy and procedures relating to students' online safety are underdeveloped.
- 2.4 The effectiveness of governance, leadership and management is satisfactory. The proprietor provides effective strategic leadership, and operational oversight, to ensure the quality of education is maintained and students are well cared for. There is an effective working relationship between the proprietor, senior managers and teachers. Quality assurance arrangements are satisfactory. Managers have identified relevant priorities for improvement, including the need to provide appropriate opportunities for teachers to participate in relevant professional development, but have not yet started working on them all to lead to an improvement in the overall quality of Education. Appropriate checks are carried out to validate staff identify and their suitability to work with children and vulnerable adults. The provision of information is satisfactory.

3. THE QUALITY OF THE CURRICULUM, TEACHING AND STUDENTS' ACHIEVEMENTS

- 3.1 The quality of the curriculum, teaching and students' achievements is good. All Key Standards continue to be met.
- 3.2 The recommendation in this area from the previous inspection report is:
- Fully implement and monitor the system of recording and reviewing specific individual learning targets.
- 3.3 Good progress has been made against the recommendation. Managers have implemented an appropriate process for identifying, recording and reviewing specific learning targets for individual students. Teachers regularly review students' targets and update their learning plans. For students on longer courses, teachers complete a mid-course review to formally review their progress against individual targets. The director of studies provides effective oversight to ensure that targets are regularly monitored, and updated where required, to help students make progress with their English language skills.
- 3.4 General English language courses meet the needs and aspirations of students. Arrangements to initially assess students' language skills and capabilities on arrival are effective and help tutors and managers place students on the most appropriate programme to meet their needs and educational goals. Courses meet the definition of an approved qualification for Tier 4 entrant international students, as set out in Home Office Guidance.
- 3.5 The standard of teaching and its impact on learning is good. Teachers are experienced and appropriately qualified. They use their subject knowledge to plan lessons which encourage most students to participate and work together to practise their language skills in different everyday contexts. Most students are focused and complete their learning tasks in a timely manner. Teachers create an inclusive and friendly atmosphere in lessons which supports students to achieve. Most teachers use learning resources effectively to engage and motivate students. In a few cases, teachers rely on the course textbook and do not fully differentiate their lessons to challenge the most skilled students to make more substantial progress.
- 3.6 Teachers set and mark student work regularly. They carry out formal assessments of learning frequently to monitor how much progress students are making. Teachers provide students with useful written and verbal feedback that helps them to improve their reading, writing, speaking and listening skills over time. As a result, the large majority of students make good progress from their starting points and overall student attainment is good.

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 The recommendations in this area from the previous inspection report are:
- Maintain accessible and detailed records of regular safety tests
 - Ensure that first aid supplies are checked regularly
 - Ensure the monitoring of attendance register completion is robust and effective.
- 4.3 Good progress has been made against the first recommendation. Managers keep detailed records of the different safety checks they regularly carry out to ensure that students and staff are safe. Records of checks on the safety of electrical appliances, risk assessments and fire safety are clear and accessible. Students have a clear understanding of what to do in an emergency.
- 4.4 Good progress has been made against the second recommendation. Managers have introduced new checking procedures to ensure that first aid equipment is well stocked, and products are within their expiry date.
- 4.5 Good progress has been made against the third recommendation. Managers regularly monitor attendance registers to ensure they are fully complete and accurate. Students sign-in to the college on arrival and teachers take a register for each class they teach. Senior managers provide oversight and compile attendance statistics to accurately monitor student attendance over time. Overall student attendance levels are good. When students do not attend, absences are followed up quickly, particularly for those students under the age of 18. Managers have a clear understanding of the Home Office reporting procedures, where required. The admissions register is accurate and appropriately updated when necessary.
- 4.6 Arrangements for ensuring the health, safety and welfare of students and staff are satisfactory. There is an appropriate health and safety policy in place, which is implemented effectively. A suitable number of staff have received first aid training. The premises are fit for purpose. Students benefit from a clean, well maintained and appropriately decorated and furnished learning environment.
- 4.7 Pastoral care is good. Students are well supported by their tutors and college managers, who provide flexible and individual support when required. Students are aware of who to approach for support with personal issues and pastoral needs.
- 4.8 Safeguarding arrangements are satisfactory. The safeguarding policy includes the details of the designated safeguarding lead (DSL) and deputy. Staff have completed relevant safeguarding training and are clear on their role and responsibilities. Staff provide students with appropriate guidance and information on the risks associated with radicalisation and extremism. Appropriate procedures are in place for recording and reporting any safeguarding concerns. Relevant parental permissions and

medical information for students under 18 are obtained by managers during enrolment. However, this information is not always clearly and formally recorded in student files. Managers rightly recognise that the current policy and procedures relating to students' online safety are underdeveloped.

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 recommendation in this area from the previous inspection report is:
- Ensure quality improvement planning identifies appropriate priorities for development, leading to improvements in the overall quality of education.
- 5.3 Satisfactory progress has been made against the recommendation. Managers have completed a self-evaluation, and quality improvement plan, which identifies a number of relevant priorities for improvement. For example, managers have accurately identified the need to provide additional opportunities for teachers to participate in relevant professional development to further enhance their language teaching skills and use of learning resources. However, managers have not yet fully addressed all the identified actions, to lead to an improvement in the overall quality and standard of education.
- 5.4 Oversight and leadership of the college are satisfactory. The proprietor provides effective strategic leadership, and operational oversight to ensure the quality of education is maintained and students are well cared for. There is an effective working relationship between the proprietor, senior managers and teachers. Responsibilities for academic management are appropriately devolved to the director of studies.
- 5.5 Staff recruitment arrangements are effective. Managers have recruited appropriately quality staff and ensure their suitability to work with students. Managers undertake and record appropriate staff identify and background checks, to confirm their right to work in the UK and suitability to work with children and vulnerable adults.
- 5.6 Provision of information is satisfactory. The college provided the requested information to inspectors prior to and during the inspection.

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 satisfactory quality provided, the college should:

- Implement effective procedures to clearly record relevant medical information for all new student enrolments
- Fully implement a suitable policy to address online safety that references staff code of conduct and students' use of social media and college technologies
- Ensure all teachers use learning resources effectively to challenge the most skilled learners to make more substantial progress
- Provide appropriate opportunities for teachers to participate in relevant professional development activities to further enhance the quality of education.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of students' work. They held discussions with the proprietor and senior members of staff and attended registration sessions. Inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Steve Ingle	Lead Inspector
Mr Tim Miller	Team Inspector