



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

**EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT**

**(Company Registration no. 07100518)**

Full Name	<b>East Midlands School of Business and Management</b>		
Address	Mansion House, 41 Guildhall Lane, Leicester, LE1 5FQ		
Telephone Number	01164296607		
Email Address	admin@esbm.org.uk		
Principal	Mr Andrew Flint		
Proprietor	Mrs Tamu Gill		
Age Range	16+		
Total number of students	27		
Numbers by age and type of study	16 – 18	0	
	18+:	27	
	EFL only:	23	
	EFL and FE:	4	
Inspection dates	<b>30 November – 2 December 2021</b>		

## PREFACE

This inspection report follows the Framework for Educational Oversight of private further education colleges and English language schools. The inspection consists of a three-day team inspection of the institution's educational provision.

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.

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## 1. CHARACTERISTICS AND CONTEXT

- 1.1 East Midlands School of Business and Management (ESBM) is a privately run college, established in 2009, and located in Leicester city centre. The school's mission is to ensure that all students receive encouragement and assistance to reach their full potential. Governance is provided by the proprietor who also acts as managing director. She is supported by a small management team.
- 1.2 The school offers a range of general English language courses at different levels and for different durations. Preparation courses for the International English Language Testing Service (IELTS) examination are run on request. ESBM has partnership agreements with several universities and offers foundation pathway courses in Business, Economics and Social Studies, and Science, Engineering and Computing.
- 1.3 At the time of inspection general English courses were running at beginner and elementary level, together with English for Academic Purposes and a foundation course in Business, Economics and Social Studies. Enrolment for English classes is continuous throughout the year. Foundation courses and English for academic purposes begin in September and students can join during the autumn term if their language levels are high enough. The minimum requirement is an IELTS score of 4.5 or equivalent, together with appropriate high school results.
- 1.4 Since the last inspection, ESBM has been restructured by the appointment of a new principal and a director of studies.
- 1.5 The college accepts students aged 16 and over. At the time of inspection there were 27 students enrolled. Currently 16 students are studying under student visa arrangements, under the student visa route, plus 10 who are on partner dependent visas. All are aged over 18 and almost two-thirds are male. The vast majority of students are from Saudi Arabia. Other countries include Turkey, Vietnam and Libya. All students speak English as an additional language. At the time of the visit there were no students identified with learning difficulties or disabilities.
- 1.6 The college was last inspected on 3 December 2019 when it met all key standards, and the quality of education was judged to meet expectations.

## 2. SUMMARY OF FINDINGS

- 2.1 **The school meets expectations for the quality of education.** At the time of the inspection, all Key Standards for Educational Oversight were met and quality is good.
- 2.2 The quality of the curriculum, teaching and learners' achievements is good. Initial assessment is excellent. Students are placed on courses which match their needs. Accurate information, advice and guidance enable students to make informed choices. Course provision is excellent. Marketing information is accurate. Courses enable students to learn and make progress. Courses meet Home Office guidelines. Teaching is good. Teachers are well qualified with excellent subject knowledge and demonstrate care and concern for students. Courses are planned around the textbooks. At times, opportunities are missed to employ other approaches and learning resources. Students are engaged and participate well. Programmes are non-discriminatory and promote British values. Regular assessment of students' progress enables them to know what they have done well and what they need to do to improve. Outcomes for students are good and they make good progress in relation to their starting points.
- 2.3 Students' welfare, including health and safety, are good. Well-implemented policies ensure the safety of students and staff. All necessary measures have been taken to mitigate the risk of fire and other hazards. Students receive excellent information on health and safety in induction. Signage regarding first aid, fire, and evacuation procedures is clear. The school premises are fit for purpose, well maintained, clean and tidy and provide a safe environment for students and staff. Systems for recording registration and attendance are good. There is a well-implemented process for dealing with lateness. There is a fair fee refund policy. Staff understand Home Office requirements and appropriate arrangements are in place. Pastoral care is excellent. Staff provide highly effective support for students. Relationships within the school are excellent. The social programme is good. Students have excellent access to high quality education and careers advice. Safeguarding is good. Students know how to access support. Staff are appropriately trained in safeguarding, and all necessary checks have been completed. Students feel safe and comfortable at the school.
- 2.4 Governance, leadership, and management are good. Ownership and oversight are good. The proprietor provides clear strategic direction. The appointment of the new principal and the director of studies has made an effective contribution to the academic rigour and educational management of the school. Leaders and managers implement policy and provide support and stimulus. They safeguard students well. They appoint well-qualified staff and support them effectively. Lesson observations and appraisals are used well to monitor quality and inform continuous professional development (CPD) needs. Quality assurance arrangements are good. Student feedback is used well to inform actions for improvement. Managers secure improvements across the provision. They identify priorities for improvement through self-evaluation and action plans for improvement are effectively reviewed. The complaints procedure is clear. Data is analysed but does not result in easily accessible, summarised, reports of management information. Staff recruitment procedures are

good. All necessary checks are completed and recorded before appointment. All staff have enhanced disclosure and barring (DBS) checks. Provision of information is good. The school complied swiftly and efficiently with all requests for information by inspectors.

### **3. THE QUALITY OF THE CURRICULUM, TEACHING AND LEARNERS' ACHIEVEMENTS**

#### **3.(a) Assessment of students prior to or on arrival**

- 3.1 The quality of the curriculum, teaching and learners' achievements is good.
- 3.2 The assessment of students prior to and on arrival is excellent. Initial assessment is thorough and based on test results and initial interviews to assess conversational skills. The school undertakes accurate assessments of students' skills prior to the commencement of the course. Consequently, students are placed on a learning programme appropriate to their starting levels which is well matched to students' needs and aspirations. Accurate information, advice and guidance are provided before they arrive which enables students to make informed choices about the course that is right for them. If a student needs to change course, rapid adjustments are made.

#### **3.(b) Suitability of course provision and curriculum**

- 3.3 The suitability of course provision is excellent. Students are well educated in accordance with their needs and aspirations and the school's aims. The school has a clear statement of educational purpose which is successfully implemented in learning sessions. Information in marketing materials gives an accurate depiction of the programmes on offer. Courses are suitable for the ages, aptitudes and language capabilities of the students and enable students to progress to the next step in their education or employment. Consequently, withdrawals are rare. Courses on offer to students on Student visas meet the definition of an approved qualification as set out in the Home Office guidance.

#### **3.(c) The quality of teaching and its impact on learning**

- 3.4 The quality of teaching is good. Teachers are well qualified with excellent knowledge of their subject and demonstrate care and concern for their students. Classes are planned in accordance with the curriculum and follow well-designed learning programmes, centred around the textbooks. Students are engaged and participate well in lessons. Programmes promote fundamental British values and are non-discriminatory. The school is very effective in taking students' cultural needs into account and fostering respect and tolerance for others. Teaching generally develops students' skills and confidence very well.
- 3.5 Satisfactory use is made of resources to support and promote learning. In the most effective sessions, teachers employ a variety of supplementary activities to engage students' interest, extend their thinking, and consolidate their learning. At times, the variety of learning resources used is limited, with an over-reliance on the textbook, and opportunities are missed to employ other approaches and learning resources, relevant to everyday lives in the UK.
- 3.6 Regular and frequent assessment of students' progress enables them to know what they have done well and what needs to be done to improve. Assessment outcomes

are monitored regularly throughout students' learning programmes and are used to track student learning. Students receive effective support in using standard English and are able to make good progress. Outcomes for students are good. They make good progress in relation to their starting points.

### **3.(d) Attainment and progress**

- 3.7 Attainment and progress are good. Success rates are high with a good proportion of merits. The school has a framework by which student performance can be evaluated. General English students make good progress in relation to their starting points, and some make better than expected progress. All the Foundation pathway students achieved the results needed to progress to higher education. Students confirmed to inspectors that they were very happy with their attainment and progress.

## **4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY**

### **4.(a) Health, safety and security of the premises**

- 4.1 Arrangements for students' welfare, including health and safety are good.
- 4.2 Health, safety, and the security of the premises are good. The school demonstrates proper regard for health and safety. There are well implemented policies for ensuring the health and safety of students and staff. There is a good level of fire safety which conforms to legal requirements and all necessary measures have been taken to reduce the risk of fire and other hazards. Appropriate safety checks are carried out. Students receive excellent information on health and safety in induction, and practise emergency evacuation procedures. Regular fire drills are carried out and the format of evacuation records were further improved during the inspection to increase clarity. The first aid policy is effectively implemented, and signage regarding first aid, fire, and evacuation procedures are clear. The school premises are fit for purpose, well maintained and secure and appropriate emergency procedures are in place.
- 4.3 Drinking water is freely available. Effective security arrangements ensure the safety of students and staff. There is currently no-one with mobility issues but appropriate arrangements have been made for them. The school occupies the first floor in a building which has a lift. There are sufficient washrooms, including an accessible toilet for students with disabilities on the ground floor which can be accessed via the lift. Suitable risk assessments and evacuation arrangements in case of fire are in place. Furniture and fittings are well designed for the needs of the students. All areas of the school are well decorated, clean, and tidy. Lighting, heating, and sound insulation are good. Regular safety checks are undertaken. As a result, the school provides a safe environment for students and staff.

### **4.(b) Student registration and attendance records**

- 4.4 Systems for recording registration and attendance are good. Records of enrolment and attendance are thorough and accurate. Attendance policy and procedures are good and clearly explained in the student handbook. There are appropriate procedures to monitor attendance and course completion rates, including making timely contact with students missing classes. Average attendance is good and there is a well-implemented process for dealing with lateness. Staff are appropriately aware of the whereabouts of all students on the register. A new application form is now in use which records medical information from students. The fee refund policy is clear and transparent.
- 4.5 Staff have a clear understanding of Home Office requirements regarding the enrolment and attendance requirements for students. Appropriate arrangements to make the necessary reports to the Home Office are in place.

#### **4.(c) Pastoral support for students**

- 4.6 Pastoral support is excellent. Staff provide highly effective support and guidance for students. Relationships within the college are excellent – both between staff and students and amongst the student body. Induction is excellent and a checklist ensures all essential information is disseminated. Particular attention is paid to the health, safety and welfare of new students. As a result, students settle into their course of study quickly. There are excellent systems in place to support students on personal issues. Staff are very accessible, and students benefit from informal help and advice. The school positively promotes integration and tolerance and has good policies in place to prevent bullying, harassment, and radicalisation. A suitable policy has been implemented with reference to the staff code of conduct, student use of social media, and college technologies. Students express high levels of satisfaction.
- 4.7 The provision of a social programme is good. The college provides a schedule of monthly trips where students can experience the historical and cultural aspects of being in the city of Leicester. Students have excellent access to high-quality higher education guidance which enables them to make informed choices about their future steps in education and future careers.

#### **4.(d) Safeguarding for under 18s**

- 4.8 Safeguarding arrangements are good and effective policies and systems are well implemented to ensure the health and safety of students of all ages, even though the school does not currently have students under the age of 18. Students know how to access support. All staff understand their obligations in relation to safeguarding and fulfil their responsibilities very well. Designated safeguarding leads are appropriately trained, and all staff have received training in safeguarding and the prevention of radicalisation and extremism. All staff have enhanced DBS and barring checks. Consequently, students feel safe and comfortable at the school.

## **5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **5.(a) Ownership and oversight**

5.1 Ownership and oversight are good. The proprietor provides effective oversight and fully discharges responsibilities for educational standards, financial planning and investment in staff, accommodation and resources. Relationships between the proprietor and senior managers are excellent. They provide strategic direction and are effective in exercising a monitoring role and provide support, challenge and stimulus for growth and improvement. They safeguard students well and are effective in discharging their legal, health and safety and welfare responsibilities. Policies are clear and regularly revised. They appoint well-qualified and experienced staff and support them effectively.

### **5.(b) Management structures and responsibilities**

5.2 Management structures and responsibilities are good. Roles and responsibilities are well-defined, and leaders and managers are effective in providing clear educational direction, as reflected in the quality of education, the care of students and the fulfilment of the school's aims and ethos. The appointment of a new principal and a director of studies has made an effective contribution to the academic rigour and the educational management of the school. Leaders and managers implement policy in accordance with the aims of the school. Managers are effective in identifying priorities for improvement through thorough self-evaluation, and monitoring progress. The school is successful in securing high-quality staff and supporting them to be able to meet the needs of students. Lesson observations and appraisals are frequent and used well to monitor quality and inform CPD needs. Teachers have been given opportunities and curriculum time to participate in relevant CPD activities. Areas for development are identified and recorded and progress is evaluated. As a result, students achieve well.

### **5.(c) Quality assurance including student feedback**

5.3 Quality assurance arrangements are good. Student feedback is used effectively to identify issues and inform appropriate actions for improvement. Processes for self-evaluation are successful in identifying targets for improvement. Action planning is effective in bringing about change. The appraisal process includes frequent lesson observations resulting in constructive feedback to teachers with targeted development points for further improvement. There are suitable arrangements for collecting and collating data but full analysis is not completely developed. Opportunities are missed to provide easily accessible summarised reports of management information regarding various elements of the school's performance. The college has an appropriate complaints procedure and complaints are handled and resolved effectively. There are appropriate systems for independent adjudication of complaints.

**5.(d) Staff recruitment, qualifications, and suitability checks**

- 5.4 Procedures for staff recruitment are good. The school applies effective arrangements for checking the suitability of staff thoroughly and reliably. All necessary identity, right to work and qualification checks are carried out and copies filed. References are taken up and recorded and tutors' expertise and qualifications are verified. Enhanced DBS checks with barring are carried out on all staff, and recorded, and the single central record is complete.

**5.(e) Provision of information**

- 5.5 Provision of information is good. The college website contains accurate course details and contact information and all the information required in the Standards. The school complied swiftly and efficiently with all requests for information by inspectors to enable them to carry out the inspection effectively.

## **6. ACTIONS AND RECOMMENDATIONS**

### **Recommendations for further improvement**

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

- 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.

## 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, teachers, administration staff and with the proprietor. The inspectors examined regulatory documentation made available by the college.

### Inspectors

Mrs Pauline Bateman	Lead Inspector
Mrs Sue Arnold	Team Inspector