



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

EAST MIDLANDS SCHOOL OF BUSINESS AND MANAGEMENT

(07100518)

Full Name **East Midlands School of Business and Management**

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Principal Mr Andrew Flint

Proprietor Mrs Tamu Gill

Age Range 16+

Total number of students 26

Numbers by age and type of study	16-18:	0
	18+:	26
	EFL Only:	26

Inspection dates **08-10 April 2025**

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 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, 26 students were enrolled. Currently, no students are studying under Student Visa arrangements. 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.

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. Students are well educated in a friendly and supportive atmosphere and in accordance with the school's aims. Assessment of students prior to and on arrival is good and accurately places students on the right course in accordance with their language needs. The suitability of course provision and curriculum is good. Courses are flexible and effective in meeting the English language needs of the students. Courses are well managed and those that may be offered to students on Student visas meet the definition of an approved qualification, as set out in the Home Office guidance. Overall, teaching is good and in a large minority of lessons excellent. Teachers have good subject knowledge and pedagogical skills and use a wide range of effective teaching methods to engage and keep the students' interest. They are skilful in developing student's independent learning skills, together with building their confidence in the use of their new English language vocabulary. Regular assessments are used effectively to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' language needs. As a result, students progress well in lessons, given their starting points.
- 2.3 Arrangements for the health, safety and welfare of students are good. The school's premises are fit-for-purpose, well maintained and provide a safe and secure environment for staff to work and students to learn. Health and safety are well managed and monitored. A wide range of health and safety policies and procedures are in place and implemented and good level of fire safety is maintained. Fire precautions, drills and evacuations are systematically undertaken, recorded and are clearly understood by all students and staff. Student registration and attendance records are good. They are accurate and well-managed. Staff carefully monitors attendance and promptly takes any necessary action when required. Procedures for reporting to the Home Office are secure. Staff clearly understands Home Office requirements regarding enrolment, attendance and reporting arrangements relating to students on Student visas. However, no student visa holders are currently enrolled. The school's pastoral structure provides good support and guidance for the students in accordance with its aims. Arrangements for the safeguarding of students under the age of 18 are good and reflect official guidance. Relationships between staff and students are excellent and enhance the students experience at the school.
- 2.4 The effectiveness of governance, leadership and management is good. The proprietor provides good oversight and discharges their responsibilities well for financial planning and investment in the future. The proprietor takes a substantial role in the strategic and day-to-day operation of the school and together with the principal is effective in ensuring that good levels of teaching, welfare and health and safety are provided. Leadership and management are good. An appropriate

management structure, with clear roles and responsibilities, ensures that the school is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well-documented and communication between senior leaders, managers and other staff is good. Appropriate policies and procedures are introduced at all levels and effectively implemented and monitored. Quality assurance is good. Performance is carefully monitored and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. The school successfully attracts and retains well qualified and experienced teachers and other staff. Procedures for the recruitment of staff are good and in accordance with legal requirements.

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

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

- 3.1 Assessment of students prior to and on arrival is good and accurately ensures that students are placed on the right course in accordance with their language needs. As a result, students are well educated in accordance with the school's aims and objectives.
- 3.2 A formal application process includes an interview with a staff member and the sitting of a range of English language tests to determine a student's level and place them in a suitable class. Appropriate information from the school's website, and further advice and guidance from staff, are available to students in order to choose a suitable course of study. As a result, students report that they are satisfied with their placements and the courses offered by the school.
- 3.3 Regular assessment effectively identifies any issues that students may have with the demands of their chosen courses. Teachers make good use of this information to guide their lesson planning and provide any necessary support or guidance.
- 3.4 Good quality information, advice and guidance are made available to students through the school's website. The website is detailed and provides accurate information about life at the school, its premises and the curriculum on offer.

3.(b) Suitability of course provision and curriculum

- 3.5 The suitability of course provision and curriculum is good. Students are well educated in a friendly and supportive atmosphere and in accordance the school's aims. The curriculum is based on a clear policy statement, is well planned and provides a wide range of courses to meet the English language needs of the students. The courses on offer to students on Student visas meet the definition of an approved qualification as set out in Home Office guidance. The range of English language courses and levels available provide students with good progression opportunities in line with Common European Framework of Reference for languages (CEFR). The school ensures that students enrolled on Student visas are studying at an appropriate level on an approved full-time programme which includes at least 15 hours a week of classroom-based, weekday daytime study. However, there are no such students currently enrolled.
- 3.6 Courses match those listed on the website and in other marketing materials.

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

- 3.7 The quality of teaching and its impact on learning are good. Overall, teaching is good and in a large minority of lessons excellent. Detailed planning and a clear understanding of the needs of their students allow teachers to deliver engaging lessons which fully involve students in their learning. Teachers are well-qualified,

have good subject knowledge and pedagogical skills and use a wide range of effective teaching methods to engage and keep the students' interest. They are skilful in developing student's independent learning skills, together with their confidence in the use of their new English language vocabulary.

- 3.8 Relationships between teachers and students are excellent. Lessons are well paced and students benefit from small class sizes, with teachers offering individual help and support to ensure that good levels of language skills are developed. As a result, lessons successfully address the needs of each student through tasks designed to meet the small group and individual student's language needs.
- 3.9 Teaching effectively promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It does not discriminate against students, including those with the protected characteristics set out in the Equality Act 2010.
- 3.10 Regular assessments are used effectively to check student progress and to provide teachers with up-to-date information to ensure that they effectively plan to meet students' language needs.

3.(d) Attainment and progress

- 3.11 Progress and attainment are good. Students receive a good education which reflects the aims of the school and their individual language needs. They are well supported in their learning and quickly develop their confidence in their learning, demonstrating good levels of knowledge, understanding and development of their language skills. The evidence from lesson observations shows that the overall standards being reached are good, and in a large minority of lessons excellent, in relation to the students' starting points. Students report that they are happy with their progress.

4. STUDENTS' WELFARE, INCLUDING HEALTH AND SAFETY

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

- 4.1 Arrangements for the health, safety and security of the premises are good.
- 4.2 The school's premises are fit-for-purpose, well maintained and provide a safe and secure environment for staff to work and students' study. Health and safety are well managed and monitored. A wide range of health and safety policies and procedures are in place and implemented and a good level of fire safety is maintained. Classrooms are light, spacious, well-equipped and suitably furnished for the age of the students enrolled and the courses that they study. All areas of the school are clean, well-decorated and maintained. All electrical equipment is PAT tested regularly as required by law. Toilet facilities are adequate in number and well-maintained.
- 4.3 Appropriate measures are taken to reduce risk from fire and other hazards which conform to legal requirements. Detailed general and fire risk assessments are carried out. Appropriate individual risk assessments are carried out for organised off-site activities. A sufficient number of trained fire marshals, first aiders, as well as first aid kits and accident books are in place. Fire action notices are clearly displayed and fire exits are well signposted. Fire protection equipment is properly sited and regularly checked. Regular fire drills are carried out and appropriately recorded.
- 4.4 The premises are not accessible to staff or students with disabilities. Proper provision is made for students who are ill or injured. Free drinking water is readily available.

4.(b) Student registration and attendance records

- 4.5 Student registration and attendance records are good. A clear admission process ensures that all the required procedures are properly observed. A central register is accurately maintained and individual student files contain all required information.
- 4.6 Daily attendance is accurately recorded and appropriately monitored, with all unexpected absences followed up in a timely manner. Teachers complete class attendance sheets which accurately record attendance at each scheduled session. These are closely monitored by managers and teachers. Overall, student attendance is good.
- 4.7 Procedures for reporting to the Home Office, as well as the enrolment and attendance requirements for students on Student visas are secure and fully understood by relevant staff. However, no such students are currently enrolled.
- 4.8 Clear policies and procedures are in place for the collection and refund of student fees and deposits. The policy is fair and applied consistently.

4.(c) Pastoral support for students

- 4.9 Pastoral support for students is good and is a key priority for the school. A wide range of policies and procedures are in place to ensure that the school meets the pastoral needs of its students.
- 4.10 On arrival, a detailed induction helps students settle into their course quickly and know who to see and where to go if they have a concern. A system of progress reviews and tutorials ensures that students' personal and academic development is reviewed regularly. However, tutorials are not formalised or the activity undertaken in them clearly recorded. For instance, students' progress is not clearly mapped against CEFR levels to better inform their progress in their individual learning plans (ILPs).
- 4.11 Relationships between staff and students are excellent and enhance the students experience at the school, with a strong culture of mutual respect, integration and tolerance. A comprehensive range of policies and procedures reinforce this culture and the expectations of behaviour and conduct. An appropriate complaints policy and clear anti-bullying and anti-harassment policies and procedures are in place and implemented effectively.
- 4.12 Appropriate careers advice ensures that students are prepared for further study choices and life beyond their course. The school provides an appropriate social programme for its students in the form of local trips and culturally based events.

4.(d) Safeguarding for under 18s

- 4.13 Safeguarding arrangements for students under the age of 18 are good. The school is fully committed to safeguarding and promoting the welfare of children and young adults. This commitment is shared by senior leaders, managers and staff who work closely together to ensure the safety of students.
- 4.14 A clear safeguarding policy is in place and effectively implemented. Disclosure and Barring Service (DBS) suitability checks have been completed and recorded for all relevant staff. The central record of safeguarding checks is accurate and complete. All staff have received appropriate training in safeguarding, including annual training on how to handle disclosures of abuse. An appropriately trained senior leader with safeguarding responsibility is in place.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) Ownership and oversight

- 5.1 Governance and oversight are good. The proprietor provides good oversight and discharges their responsibilities well for financial planning and investment in the future. The proprietor takes a substantial role in the strategic and day-to-day operation of the school and together with the principal is effective in ensuring that good levels of teaching, welfare and health and safety are provided.
- 5.2 All necessary legal permissions are in place for the use of the premises, including relevant insurances and licences.

5.(b) Management structures and responsibilities

- 5.3 Leadership and management are good. An appropriate management structure, with clear roles and responsibilities, ensures that the school is well run and that it meets all its legal obligations. Roles and responsibilities are clearly defined and well-documented and communication between senior leaders, managers and other staff is good. Appropriate policies and procedures are introduced at all levels and effectively implemented and monitored.
- 5.4 The school is successful in securing and retaining well-qualified staff. A detailed system of staff review ensures that staff are well qualified for the work they do and is appropriately supported by the leadership team. A good programme of staff development ensures that staff are appropriately trained for their roles.

5.(c) Quality assurance including student feedback

- 5.5 Quality assurance is good. Performance is carefully monitored and an effective process of self-assessment and evaluation informs improvement planning and ensures that the necessary resources are in place to meet the changing needs of the school. Student feedback is regularly and systematically collected. This feedback is effectively analysed, shared with staff and senior leaders and used regularly to inform academic action planning and the identification of school priorities. Student performance data is available and effectively reviewed by senior leaders.
- 5.6 An appropriate complaints policy is in place, with students confirming that they are aware of it.

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

- 5.7 Staff recruitment, qualifications and suitability checks are good. An appropriate recruitment policy ensures that suitably qualified and experienced staff are recruited. All required recruitment checks have been carried out in a timely manner and appropriately recorded. The process to validate previous applicants work history and qualifications is good, with due regard to statutory requirements concerning the

identity of staff. A system, to verify references is in place and ensures that the reference has originated from an appropriate source.

5.(e) Provision of information

- 5.8 The provision of information is good. The website is clear and user-friendly. Prospective students can access accurate and highly relevant information to inform their study choices.
- 5.9 The school was highly responsive in providing information before and during the inspection.

6. ACTIONS AND RECOMMENDATIONS

Recommendations for further improvement

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

- Formalise and record tutorial activity.
- Clearly map the CEFR levels to better inform student progress in their ILPs.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with staff and students and examined samples of students' work. They held discussions with senior members of staff and 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

Dr Nigel Chambers	Lead Inspector
Mr Patrick Lawlor	Team Inspector

7. FINANCIAL SUSTAINABILITY CHECK

ISI has shared a summary of financial sustainability data with the Home Office.