



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

MONITORING VISIT

BRITISH SCHOOL OF MARKETING INTERNATIONAL

(Companies House Number - 08881233)

Full Name **British School of Marketing International**

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Parent\Company name British School of Marketing International Ltd

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Principal Miss Duygu Cevik

Proprietor Miss Duygu Cevik

Age Range 16+

Total number of students 14

Numbers by age and type of study

16 – 18	3
18+:	11
EFL only:	9
EFL and FE:	5

Inspection date **09 November 2021**

PREFACE

This inspection report follows the Framework for Educational Oversight Monitoring Visits and Extended Monitoring Visits of private further education schools 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 schools 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 schools through student visas.

ISI inspections are required to:

- Report on the extent to which schools 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 schools 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 school, and of how it evaluates its own performance and demonstrates its success.

The inspection of the school 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 school, its services or other physical features;
- (iii) an investigation of the financial viability of the school or its accounting procedures;
- (iv) an in-depth investigation of the school's compliance with employment law.

A monitoring visit is for those schools 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 British School of Marketing International (BSMI) was established in 2014 and is a private limited company, based in the centre of Bournemouth. BSMI aims to provide students with a strong foundation for their future, and ensure they have the knowledge and professional skills for their chosen education or career path. The proprietor is also the principal and is responsible for the day-to-day management of the school, supported by a small team of senior managers.
- 1.2 The school offers courses for international students over the age of 16 years, and all students have English as an additional language. Specialising in business and marketing courses which incorporate English language support, the school offers students Pathway Programmes to universities in the UK and overseas. Learning programmes include English language tuition, tailored to support the academic skills required in students' main study areas. At the time of inspection NVQ courses in Business Administration, Leadership and Management, Pre-Masters, and General English courses were running.
- 1.3 BSMI is an approved centre with the National School of Further Education (NCFE) and offers National Vocational Qualifications (NVQs) at levels three, four, and five, in business related subjects. They have recently become an approved centre for Awards for Training and Higher Education (ATHE) and offer courses at levels three to seven from 2022. BSMI is also accredited by the British Council for English language courses. General English courses are run using the Common European Framework of Reference (CEFR) from beginner to advanced level. Specialist courses in Aviation English, English for Business and Marketing, and the Oil and Gas sectors are available on request.
- 1.4 The school was closed from March 2020 to October 2021 due to the COVID-19 pandemic. An online programme was offered to enable students to continue their education. New students were recruited for the online courses. When the school reopened, the school ran separate face-to-face classes. In the week of inspection, the school moved to a hybrid system of teaching where online and onsite classes were merged.
- 1.5 At the time of the inspection 14 students were enrolled. A minority of students are under the age of 18. Students come from a range of countries including Saudi Arabia, the Middle East, India, and Italy. Thirteen students are male, and one student has disclosed a disability. Students can enrol at any time in General English courses. Students for higher education or academic courses in business can enrol in January and February, May and June, and September and October. Selection is by application and interview.
- 1.6 The school was last inspected on 13-15 November 2018, when it met all Key Standards and the quality of education was judged to meet expectations.
- 1.7 The recommendations from the previous report are:

- Ensure that changes in student attendance patterns are detected quickly and acted on appropriately in accordance with the school policies.
- Ensure that the management of information for home stay allocation allows identification of reported issues to be categorised by host family.
- Identify key performance indicators for the whole school to support the quality assurance process.
- Strengthen the self-assessment process by using management data to accurately analyse school performance.
- Support teachers to share good practice across all areas of the curriculum with the focus on innovation and variety in teaching methods.
- Strengthen the appraisal process for all staff to include useful targets.

2. SUMMARY OF FINDINGS

- 2.1 The school meets expectations. At the previous inspection of 13-15 November 2018, 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 good. Students are placed on a suitable programme of study that is well matched to their needs. The suitability of course provision is excellent. Students are well educated in accordance with the school's aims and their objectives and make good progress. Courses offered to students on student visas meet the definition of an approved qualification as set out in Home Office guidance. Students receive effective English language support and reasonable adjustments are made for students with special needs. Teaching is excellent. Teachers demonstrate high level teaching skills, knowledge, and experience. Classes are well planned. Learning activities are interactive and inclusive. Students are engaged and enthusiastic and participate well. Good use is made of resources to support learning. There is an excellent range of course books. Whiteboards are used well to reinforce learning. However, a lack of technological resources limits teachers' ability to easily share board work with online learners in hybrid classes. Attainment is good. Student progress is evaluated using national frameworks. Students make good progress in relation to their starting points and student satisfaction levels are high.
- 2.3 Students' welfare, including health and safety, is good. All necessary measures have been taken to mitigate the risk of fire and other hazards. Signage regarding first aid, fire and evacuation procedures is clear. Premises are fit for purpose, secure, and well maintained. The school provides a safe environment for students and staff. Records of enrolment and attendance are thorough and accurate. Staff understand Home Office requirements regarding student attendance and appropriate procedures are in place. Pastoral support is good. Students confirm that they feel safe and know who to approach for help and support. Relationships between staff and students, and amongst the student body, are good. Induction is good and prepares students well for their studies. Arrangements for residential accommodation are excellent and well managed. Safeguarding arrangements are satisfactory. All staff have enhanced Disclosure and Barring Service (DBS) checks and received basic safeguarding training. Designated safeguarding leads are appropriately trained. However, not all staff have completed training on prevention of radicalisation and extremism.
- 2.4 The effectiveness of governance, leadership and management is good. Ownership and oversight are good. The proprietor provides clear educational and strategic direction. Relationships between the proprietor and staff are good. Managers implement policy in accordance with the aims of the school. They are effective in identifying targets for improvement and monitoring progress. The school is successful in securing high quality staff and supporting them to meet the needs of students. Quality assurance arrangements are good. Self-evaluation is thorough. Targets are set as part of the staff performance management processes. However, these are not always sufficiently prioritised, or broken down into steps which are achievable in a

short time span. Student feedback and data are used well to manage and improve the provision and inform curriculum planning. Staff recruitment procedures are good. The school applies effective arrangements for checking the suitability of staff. The single central record is complete. The school complied swiftly and efficiently with all requests for information.

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 Initial assessment is good. Assessments of students' skills and abilities prior to the commencement of their course is accurate. Consequently, students are placed on a learning programme appropriate to their abilities and needs. Initial assessment prior to and on arrival is effective in providing a starting point on which to base an appropriate programme of study. Students make good progress. The suitability of course provision is excellent. Students are well-educated in accordance with their needs and aspirations and the school's aims. There is a clear statement of educational purpose which is successfully implemented in learning sessions. Learning programmes are suitable for the ages, aptitudes and language capabilities of the students and enable students to progress. Courses on offer to students on student visas meet the definition of an approved qualification as set out in the Home Office guidance. Students are given very effective English language support. Reasonable adjustments are made for students with disabilities and as a result the curriculum meets their needs very well.
- 3.3 The quality of teaching is excellent. Concepts are introduced and the learning consolidated very effectively with excellent student engagement and participation. Students make good and often excellent progress. Teachers demonstrate high level teaching skills and are experienced in their specialist area. Classes are well planned and are well tailored to students with specific needs who are very well supported in the lessons. Learning activities are interactive and inclusive. Tutors use a variety of approaches and activities to engage students and extend their skills and class time is managed well. Students are enthusiastic and collaborate well with their peers. Good use is made of resources. There is an excellent range of textbooks and specially designed course books to support student learning. White boards are used well. However, they are not always large enough to provide sufficient space to reinforce learning points clearly. A lack of technological resources limits teachers' ability to easily share board work with online learners in hybrid classes.
- 3.4 Attainment is good and students make good progress in relation to their starting points. Students confirmed to inspectors that they were very happy with their learning and were able to give examples of their own progress. The school has frameworks by which student performance is evaluated by reference to norms such as NVQs and the CEFR.

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 The recommendations in this area from the previous inspection report are:
- Ensure that changes in student attendance patterns are detected quickly and acted on appropriately in accordance with the school policies.
 - Ensure that the management of information for homestay allocation allows identification of reported issues to be categorised by host family.
- 4.3 Excellent progress has been made on the first recommendation. The Management Information System (MIS) has been updated and provides managers with automated reports and alarm notifications that quickly prompt welfare checks and appropriate actions. Consequently, systems for recording registration and attendance are now excellent. Records of enrolment and attendance are thorough and accurate. Attendance policy and procedures are clear and well promulgated on the website, the student handbook and in induction. There are appropriate procedures to monitor attendance and course completion rates, including making timely contact with students missing classes. Attendance onsite is excellent. Online students' attendance is lower, due in part to general connectivity issues with the internet in students' home countries. Access to a virtual learning environment has been provided for students to mitigate the effects of this.
- 4.4 Excellent progress has been made on the second recommendation. There is a centralised record of host families that is regularly updated and reviewed. Host families have annual visits and are regularly spot-checked based on student feedback. The MIS details all interactions and records feedback and information providing a comprehensive overview of homestay accommodation. Arrangements for residential accommodation are now excellent and very well managed. Where students under the age of 18 are accommodated in host families enhanced DBS checks with barring information are obtained.
- 4.5 Welfare, health and safety are good. There are well implemented procedures and a good level of fire safety which conforms to legal requirements. All necessary measures have been taken to reduce the risk of fire and other hazards. Equipment is checked and regular fire drills are carried out. Signage regarding first aid, fire and evacuation procedures is clear. The school premises are fit for purpose, well-maintained and secure, and appropriate emergency procedures are in place. Excellent provision is in place to make reasonable adjustments for students with disabilities. Free drinking water is readily available. There are sufficient washrooms. 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 excellent. As a result, the school provides a safe environment for students and staff which is conducive to learning.

- 4.6 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.
- 4.7 Pastoral support is good. Staff provide effective support and guidance for students. Students confirm that they feel safe and know who to approach for help. Relationships within the school are good - both between staff and students and amongst the student body. Induction procedures prepare students well for their studies and there are effective systems to support students on personal issues. Security arrangements to ensure the safety of students in the building are effective.
- 4.8 Safeguarding arrangements are satisfactory. Appropriate arrangements are in place. The designated safeguarding leads are properly trained. All staff have enhanced DBS and barring checks and have received basic awareness training in safeguarding. Level two training has been booked. However, not all staff have completed training on prevention of radicalisation and extremism.

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 recommendations in this area from the previous inspection report are:
- Identify key performance indicators for the whole school to support the quality assurance process.
 - Strengthen the self-assessment process by using management data to accurately analyse school performance.
 - Support teachers to share good practice across all areas of the curriculum with the focus on innovation and variety in teaching methods.
 - Strengthen the appraisal process for all staff to include useful targets.
- 5.3 Good progress has been made on the first recommendation. Key performance indicators have been successfully identified to support the quality assurance process. Short term and long-term objectives are set which inform the school development plan. This plan is shared with staff and targets are allocated as part of staff performance management processes. The school is currently working to refine this process by defining the main priorities for improvement and employing a step-by-step approach.
- 5.4 Good progress has been made on the second recommendation. Data is shared effectively amongst the managers and is used to analyse school performance and identify targets for improvement.
- 5.5 Satisfactory progress has been made on the third recommendation in that staff share ideas and good practice with each other on an informal basis. However, due to the school closure during the pandemic, opportunities have been missed to formalise training opportunities.
- 5.6 Satisfactory progress has been made on the fourth recommendation. Staff are supported by a well organised management system that records and monitors useful staff performance targets. The process includes self-assessment, management assessment, and discussions on training and support needs. However, action points are not sufficiently prioritised or broken down into small achievable steps, and staff are overwhelmed by the number of action points on their performance reviews.
- 5.7 Ownership and oversight are good. The proprietor provides clear educational and strategic direction which is reflected in the quality of education, the care of students, and the fulfilment of the school's aims and ethos. Relationships between the proprietor and the senior management team are good. Leaders and managers implement policy in accordance with the aims of the school. Management structures and responsibilities are clear. Leaders and managers are effective in identifying areas

for improvement and monitoring progress. The school is successful in securing high quality staff and supporting them to meet the needs of students.

- 5.8 Quality assurance arrangements are good. Self-evaluation is thorough. The school uses student data effectively to manage and improve the provision. Student feedback is used very well to identify issues, and these are consistently used to make improvements. The school analyses and makes good use of student achievement data and utilises it to inform curriculum planning.
- 5.9 Procedures for staff recruitment are good. The school applies effective arrangements for checking the suitability of staff. All necessary identity, right to work and qualification checks are completed and recorded. References are taken up and tutors' expertise and qualifications are verified. Enhanced DBS checks with barring are carried out and recorded and the single central record is complete. The school complied swiftly and efficiently with all requests for information.

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:

- Improve quality improvement plans by agreeing priorities, for management and for staff, and ensuring all action points are achievable and measurable.
- Ensure all staff complete training in safeguarding and the prevention of radicalisation and extremism.
- Review the effectiveness of hybrid lessons to identify and meet training and resource needs.
- Support teachers to share and develop good practice across all areas of the curriculum.

INSPECTION EVIDENCE

The inspectors observed lessons and conducted formal interviews with students. 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

Mrs Pauline Bateman	Lead Inspector
Mrs Jacqueline Lawrence	Team Inspector