

# Short inspection of EMBS Community College Limited

Inspection dates:

20 and 21 June 2023

## **Outcome**

EMBS Community College Limited continues to be a good provider.

## **Information about this provider**

EMBS Community College is an independent training provider based in Oxfordshire. It provides training and support for the most disadvantaged young people aged 16 to 19 years, including unaccompanied asylum seeker children and children in care. Almost all young people have previously had negative experiences in education or have missed out on learning. The college provides a programme to support learners to gain qualifications in English and mathematics and prepare for further education or employment. At the time of the inspection, there were 179 learners enrolled, studying courses from pre-entry level to level 2, including GCSE.

## **What is it like to be a learner with this provider?**

Learners are motivated by the high aspirations that leaders and staff promote for them, including the most disadvantaged and those with special educational needs and/or disabilities (SEND). They appreciate the passionate and skilled staff, who help them to break down barriers to learning so that they can flourish, improve their self-belief and progress on to positive next steps in learning or work. As a result, learners enjoy their learning, which they have not been able to do previously, and almost all achieve their goals.

Learners value the inclusive and supportive environment at the college. Leaders provide a carefully considered space, which engages learners and helps them to feel comfortable. For example, leaders have provided sixth-form learners with an allocated space where they can learn, socialise and eat together, which helps learners to settle into their educational programmes quickly.

Learners benefit from highly effective support to enable them to develop their skills, knowledge and behaviours appropriately and prepare for the world of work. Leaders have strong and effective relationships with teams of professionals working with the learners, ensuring that all of their needs can be met. For example, staff collaborate closely with the virtual school, social workers and the local authority SEND teams to

ensure that learners access programmes that meet their needs and have access to services to support them with their well-being and mental health.

Learners value the positive relationships they develop with staff, which makes them feel safe. They know they can share concerns with staff and trust that they will take swift and appropriate action to find resolutions.

## **What does the provider do well and what does it need to do better?**

Leaders have developed a curriculum that develops learners' understanding of the workplace and the skills they need to be successful in finding and securing their next steps. All learners develop their skills and knowledge in English and mathematics, as well as their employability skills, such as CV writing, interview techniques and writing applications for jobs and places at college. Staff organise the curriculum logically so that learners acquire fundamental skills and knowledge in a subject before moving on to more complex and challenging topics. For example, learners studying English as a second language start by learning basic skills to help them engage in their local community, such as writing, saying their personal details and using money. They then move on to developing more complex language, such as expressing opinions and long-term plans.

Teaching staff and youth workers are experts in their fields. Teaching staff use their knowledge successfully to explain topics clearly, break down tasks into simple steps and provide individual support where required. They use assessment skilfully to identify learners' starting points, interests and aspirations, and this information is used well to plan tailored learning. Staff continue to assess learners' progress throughout the programme and adapt activities to ensure that all learners make swift progress. Learners value the feedback they receive on their work and use this to improve their work. As a result, most learners pass their qualifications and produce a high standard of work.

Learners benefit from exploring their aspirations and interests from the start of the programme through discussions with youth workers and employability sessions. Staff have arranged a series of events and activities, such as careers events and visiting employers, who inform learners of different types of businesses and roles, to support learners to plan effectively for the future. As a result, learners gain an understanding of the skills, qualities and behaviours they require to be successful.

Most learners access useful careers information, advice and guidance to help them plan for the future. However, in a small number of cases, staff do not refer learners for specialist careers advice and guidance for roles such as nursing and dentistry.

A small number of learners benefit from attending work experience and value these opportunities. Leaders recognise that they need to improve the number of learners attending work placements and the range of opportunities available for all learners to have encounters with the world of work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that the designated safeguarding leads (DSLs) are suitably trained and experienced to ensure that learners are safe. The DSLs record, monitor and manage safeguarding incidents well and work closely with other professionals until a resolution is found.

Leaders ensure that all staff are safe to work with learners and that employers understand how to recognise and report concerns, including those related to radicalisation and extremism.

Although all learners know how to report any concerns they may have, leaders have not ensured that learners understand how to mitigate the risks to their safety, online and in the community, around radicalisation and extremism.

### **What does the provider need to do to improve?**

- Leaders should ensure that staff refer learners for specialist careers information, advice and guidance where required.
- Leaders must ensure that all learners understand the risks of extremism and radicalisation online and in the community.
- Leaders should ensure that all learners have opportunities to experience high-quality work experience or encounters with the world of work as appropriate.

## Provider details

<b>Unique reference number</b>	53774
<b>Address</b>	2-3 Bank Court Templars Square Cowley Oxford OX4 3XT
<b>Contact number</b>	01865 776041
<b>Website</b>	<a href="http://www.embs.ac.uk">www.embs.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Zahid Bhatti
<b>Provider type</b>	Independent Training Provider
<b>Date of previous inspection</b>	4 and 5 October 2017
<b>Main subcontractors</b>	N/A

## Information about this inspection

The inspection was the second short inspection carried out since EMBS Community College Limited was judged to be good in December 2013.

The inspection team was assisted by the vice principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Emma Leavey, lead inspector

His Majesty's Inspector

Roland White

His Majesty's Inspector

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