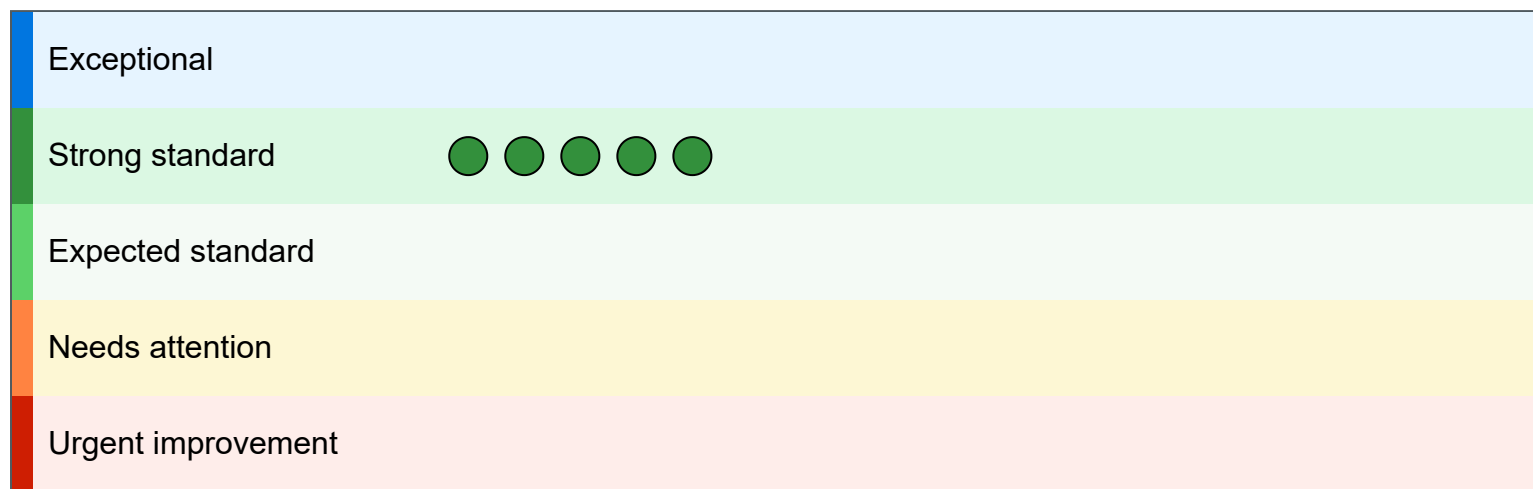


East Birmingham Community Forum Ltd

Address: 73 Alum Rock Road, B8 1LY

Unique reference number (URN): 51635

Inspection report: 25 November 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Strong standard



Strong standard ●

Inclusion

Strong standard ●

Leaders have created a highly inclusive culture that has a significant impact on learners' experiences. In calm, well-managed classrooms, tutors foster collaboration and trust. Through wrap-around initiatives, such as breakfast clubs and extra functional skills sessions, leaders remove barriers to learning and promote strong engagement.

Leaders identify individual needs accurately through rigorous initial assessments and apply a graduated approach to deliver timely support. Staff act swiftly with targeted interventions when learners fall behind. Leaders monitor progress closely, using data to refine strategies and reduce support as learners gain independence. For example, tutors gradually withdraw one-to-one mathematics tuition as learners develop confidence.

Well-qualified leaders provide strong leadership of provision for learners with special educational needs and/or disabilities that improves outcomes. Tutors embrace feedback and engage enthusiastically in professional development, strengthening classroom practice and inclusive strategies.

Leaders remove barriers to learning skilfully. Tutors use highly flexible timetables and deploy culturally sensitive provision that respects learners' preferences and circumstances. This ensures that those with barriers to learning can flourish. Leaders work with justice services and social care teams to secure practical support, including transport, ensuring disadvantaged learners attend safely and consistently. Leaders possess an unwavering commitment to inclusion and are relentless in enabling learners to achieve their ambitious goals.

Leadership and governance

Strong standard ●

Leaders clearly understand the provider's strengths and areas for development. Where an area of provision has not met their requirements, they have rapidly implemented an effective plan of improvement. On courses in English for speakers of other languages, leaders have developed the quality of teaching and learning and improved the learner retention and achievement rate substantially over the last year. Leaders, through their diligence and scrutiny, ensure that there is a high standard across the curriculum.

Through their partnership with the National Careers Service and work with the West Midlands Combined Authority, leaders have committed to a clear vision to work with those furthest from employment and education. These partners challenge leaders to drive the quality of the provision and provide insights into local skills needs. They also work with

leaders to identify additional opportunities to support learners and break down recruitment barriers. Leaders have invested in community resources to engage learners within areas of high deprivation in community activities, along with well-supported individualised learning. As a result, they raise the aspirations of their learners and their communities.

Leaders ensure that staff have frequent opportunities to develop their teaching. They identify specific areas of development and use individualised training to support the development of teaching staff, including those new to the profession. Leaders use their wealth of teaching experience and expertise to develop the skills that tutors need to work effectively with learners with additional support needs. Leaders prioritise staff wellbeing and workload, including training staff on strategies to reduce marking load and offering mental health training and support.

2. Adult learning programmes

Strong standard



Strong standard ●

Achievement

Strong standard ●

Learners, including those who suffer disadvantage and barriers to learning, make substantial progress from their starting points on both vocational and functional skills courses. Achievement is high across all courses and qualifications, and especially high in hair and beauty and functional skills.

Learners produce work of a high standard. Health and social care learners produce excellent written work. Learners on courses in English for speakers of other languages learn to correct and edit their own documents. Hair and beauty learners reflect thoroughly on their progress in mastering skills, such as applying gel eyeliner. Learners demonstrate high standards in practical work and conduct themselves professionally.

Learners are well prepared for their next steps, and a large majority go on to positive destinations, including employment and further study. For example, hair and beauty learners develop skills in practical makeup techniques, consultation skills and professional communication, and this prepares them well for progression.

Curriculum and teaching

Strong standard ●

Leaders design the curriculums with clear purpose. They work closely with their partner organisations to ensure the curriculum meets local priorities and needs. They choose pathways that open meaningful opportunities for local people. Leaders and tutors sequence

learning so that learners build up their basic knowledge and confidence before tackling more complex content. For example, tutors introduce advanced beauty techniques after learners have practised core skills. Tutors explain new concepts clearly, model techniques effectively and break learning into manageable steps.

Leaders and tutors adapt curriculums thoughtfully to meet each learner's needs, including those with special educational needs and/or disabilities and those without prior English or mathematics qualifications. Teachers adjust materials, create clearer examples or step-by-step instructions and, for learners with care responsibilities, provide flexible study arrangements. Leaders choose community venues carefully to remove barriers for adults who face social isolation or personal risks and provide funded transport so learners can attend lessons. Learners have thorough individual learning plans that outline their specific learning outcomes and make rapid progress against these.

Tutors continually update and refine learning materials in response to learner and tutor feedback. They assess learning effectively through practical demonstrations, written tasks and timely helpful feedback that identifies strengths and next steps. Tutors use assessment information to adapt teaching and close gaps quickly. Learners are very well supported to make progress in developing English, mathematics and digital skills alongside their vocational courses.

Tutors use their expert knowledge to provide rich and helpful learning experiences that build learners' confidence, communication and employability skills, helping them to participate fully in their lessons and preparing them very well for their next steps.

Participation and development

Strong standard ●

Learners' lives improve significantly because of their learning. Learners become increasingly independent and confident. They value highly the calm, respectful and supportive learning environments where diversity and cultures are embraced.

Learner's attendance, behaviour and attitude to their learning is excellent. Learners participate fully in lessons and take pride in their work. They are proud of the extensive, and sometimes, life-changing progress that they make.

Staff support learners very well with their next steps and careers. Learners attend job fairs and develop knowledge of CV writing, job searches, interviews and self-employment opportunities. They have ambitious plans to progress to further learning, employment, self-employment and higher education.

Learners benefit from carefully planned, wider opportunities. Guest speakers from a range of external organisations provide sessions about mental health, emotional intelligence and self-awareness. Learners studying hair and beauty visit employers to experience makeup application and products. A few learners participate in competitions, and learners aiming to progress to the logistics sector experience meaningful work placements.

Learners feel safe and know how to report concerns. They articulate fundamental British

values, radicalisation and extremism very well. Learners know how to keep safe online and can set up parental controls at home.

What it's like to be a learner and/or an apprentice at this provider

Adult learners, the majority of whom live in highly disadvantaged communities, rapidly develop new skills in English and mathematics, alongside vocational skills, to enable them to move into work and further learning. Through partnership with the National Careers Service, learners pinpoint how they will develop the skills needed to gain employment. The large majority of learners move into work or further study at the end of their learning.

Leaders support learners who have substantial barriers to learning with free bus passes, mental health training and support and training on managing personal finance. Learners with learning support needs benefit from frequently reviewed, highly effective individual support plans. These allow learners to reflect on their career goals, support needs, personal barriers and learning goals and set clear targets for their personal and professional development. As a result, those with special educational needs and/or disabilities make the same strong progress as their peers.

Tutors create an inclusive environment within the training centres so that differences are celebrated. They facilitate powerful discussions on life in modern Britain. Learners from diverse groups readily demonstrate respect and tolerance and develop their local community networks.

Learners enjoy their learning and the community of support that leaders and staff create. They are highly motivated to improve their language skills and achieve their career goals. Learners participate enthusiastically in their learning. Hair and beauty learners practise make-up skills with their peers, and learners on courses in English for speakers of other languages engage in complex discussions to understand new concepts. They are committed to attending classes, often through difficult personal situations, and highly value their learning.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and the highest standards. They should focus on creating a transformational impact on the outcomes and experiences of all learners.
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About this inspection

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the education director and head of quality during the inspection.

The inspectors confirmed the following information about the provider:

East Birmingham Community Trust is an independent adult education provider based in Birmingham. It provides short adult courses, funded by the West Midlands Combined Authority, at sites in Alum Rock and Summerfield Community Centre.

At the time of the inspection, there were 109 adults in learning. There were 51 learners studying courses in English for speakers of other languages, 13 were studying warehousing and lean manufacturing, 34 were studying hair and beauty and 11 were studying health and social care. Learners who follow a vocational programme also work towards functional skills English and/or mathematics qualifications as part of their study.

Managing director: Shafayet Khan

Lead inspector:

Helen Morgan, His Majesty's Inspector

Team inspectors:

Mark Parton, His Majesty's Inspector


Russ Henry, His Majesty's Inspector

Suzanne Horner, His Majesty's Inspector

Sarah Biddulph, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

Number of learners

Adult learning programmes

109

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2023/24	S	87	S
2022/23	83	87	Close to average
2021/22	90	86	Close to average

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2021/22	S	53	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2021/22	S	98

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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