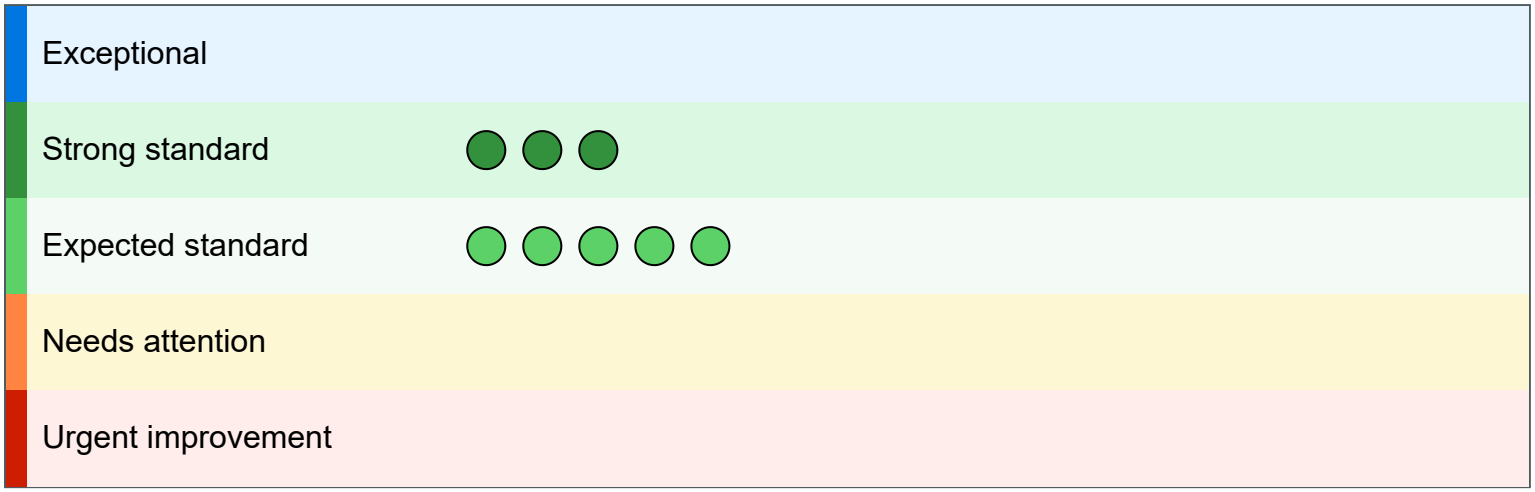
Humber Learning Consortium

Address: 63-71 Anlaby Road, Hull, HU3 2LL

Unique reference number (URN): 58700

Inspection report: 21 April 2026



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	●
Expected standard	●

Strong standard ●

Leadership and governance

Strong standard ●

Leaders have responded swiftly to changes to funding with the introduction of study programmes to replace traineeships and the introduction of learners with high needs to their provision. They have supported their partner organisations exceptionally well to make the transition to delivering this provision. Leaders have worked tirelessly with their partners to make rapid improvements in areas such as achievement and the progression of learners to positive destinations. The proportion of learners achieving their qualifications rose substantially in 2024/2025 compared to the previous year, and current learners make positive progress. Trustees and leaders have a highly accurate understanding of the strengths and areas for development of the provision and have implemented a well-considered quality improvement plan to enable them to make more rapid improvements.

Staff attend a comprehensive and impactful training programme to improve their teaching skills further, in line with their individual development needs. For example, they attend training in teaching learners who are neurodiverse. Staff who teach vocational subjects frequently update their industry knowledge and skills.

Senior leaders collaborate exceptionally well with a range of stakeholders to raise the profile of provision for disadvantaged learners in Hull and East Yorkshire. They contribute to the local skills plan to ensure the prioritisation of young people with significant barriers to learning.

Senior leaders have highly effective governance arrangements in place through the board of trustees. Trustees continuously check that leaders are delivering provision in line with its strategic vision and provide very effective scrutiny and challenge that leads to improvements.

Expected standard ●

Inclusion

Expected standard ●

Leaders have created an environment where learners feel safe, secure and comfortable to discuss any barriers to learning they have. Staff identify learners' barriers quickly, often prior to them beginning their course. Learners receive financial support in line with their assessed

need. For example, learners at Goodwin Development Trust can buy food at highly reduced prices at the FareShare shop.

Leaders provide tutors with training in how to support learners with high needs. For example, tutors know the types of support and interventions, such as frequent breaks, that construction learners who become frustrated in workshop sessions need to regulate their emotions.

In a very few instances where learners struggle with their written work, tutors do not provide them with other means to record their work, such as a laptop or computer.

Staff review the support provided to learners frequently to ensure it remains appropriate. Where needed, staff amend the support to meet learners' needs.

Leaders monitor the progress of learners, including those with barriers to learning. They analyse data such as retention and achievement for learners with high needs and how this compares to learners without high needs. However, they do not do this for the full range of barriers to learning that learners face to understand and meet the needs of all learners.

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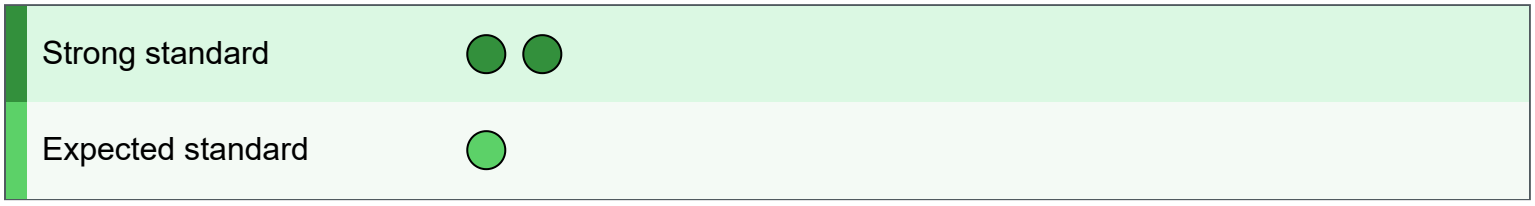
2. Education programmes for young people



Strong standard

Achievement **Strong standard**

Learners make extensive progress from their often very low starting points. They develop significant new knowledge, skills and behaviours that prepare them very well for their next steps. Almost all move on to work or further study on completion of their courses.

A high proportion of learners achieve their qualifications, including in mathematics and English. Learners with special educational needs and/or disabilities achieve at least as well as those without.

Learners produce work of a high standard. They write well, whether for assessed assignments or class notes. They take pride in their practical work and repeat it readily until they are satisfied with their standard of work.

Learners develop the English, mathematics and digital skills they need to study the curriculum and achieve their learning goals. Some learners barely communicate or make

eye contact at the start of their courses. Very soon, they develop impressive written and spoken communication skills that stand them in good stead for their careers.

Curriculum and teaching

Strong standard

Leaders ensure that the curriculums are relevant to local employment needs. For example, at Unity in Community they incorporate roofing and kitchen fitting in the level 2 carpentry and joinery curriculum, to meet the local labour market demand for these skills.

Leaders ensure that curriculums at the partner organisations are well sequenced, ambitious and accessible to the many learners with very low starting points and significant barriers to learning. For example, staff at Niche Education and Training Limited use their expertise in trauma-informed practice to design a curriculum that ensures learners first build enough trust, confidence and feelings of safety to enable them to learn. Staff ensure that confidence-building and communication skills have a high profile throughout the curriculums, ensuring learners develop the social skills they need to succeed in industries such as hairdressing.

Tutors teach to a very high standard. They have high expectations of learners. Tutors use their substantial subject and teaching expertise very effectively to help learners understand and remember what they have learned, building on previous knowledge. They include recap activities at the beginning of lessons, break topics down into easy-to-learn sections and provide skilled demonstrations that take learners through tasks step by step.

Tutors use assessment very skilfully to check learners' understanding and provide constructive feedback to learners. They quickly and kindly correct any misconceptions and make helpful suggestions about how to improve work, including in relation to learners' standards of written English.

Expected standard

Participation and development

Expected standard

Learners are taught in learning environments that are best suited to their needs and vulnerabilities. They appreciate the small class sizes, the community feel of their learning spaces and the unwavering support of their tutors and peers. Learners attend well and are polite and respectful. They enjoy their learning and develop in confidence to participate in lessons as well as interacting with the public and local community during work experience.

Staff are skilled in dealing with any inappropriate behaviour They identify low-level concerns with behaviour early and put effective strategies in place to prevent it escalating.

Leaders provide a useful personal development planner which all partner organisations adopt. They ensure that learners benefit from wider opportunities appropriate to their learning. For example, learners develop budgeting and entrepreneurial skills as self-employment opportunities in their vocational sectors are high.

Learners take part in valuable enrichment activities, such as charity events, competitions, and visits. They participate in activities, such as cookery, to develop their life skills, broaden their outlook and improve their confidence.

Learners receive appropriate careers advice and guidance to broaden their horizons and help them make informed decisions about their next steps.

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3. Provision for learners with high needs

Expected standard	

Expected standard

Achievement

Expected standard

Learners typically make expected progress towards the outcomes identified in their education, health and care plan. They develop the new knowledge and skills they need as they progress towards adulthood. They develop confidence and the behaviours needed to manage difficult situations. At work experience placements, learners learn about workplace practice and routines, timekeeping, responsibility and customer service.

A very high proportion of learners achieve their qualifications, including in English and mathematics. Learners' work is generally at the standard expected.

Learners develop the mathematics, English and digital skills they need to achieve their course and to prepare them well for their next steps.

Most learners move to positive destinations such as further training, employment or voluntary roles.

Curriculum and teaching

Expected standard

Leaders and staff provide a well-sequenced curriculum that is tailored to meet the needs of learners and enable them to make progress towards the outcomes in their education, health and care plans. Leaders provide a curriculum that meets local and national priorities.

Tutors are experienced and appropriately qualified. They use a range of effective teaching methods to teach learners and help them remember what they have learned. They break information down into small chunks and plan in time for learners to reflect, repeat and practise their knowledge and skills. Tutors check the understanding of learners effectively using a range of methods, such as observing learners, during discussions. Most tutors provide useful feedback that informs learners on how to improve their work. However, in a small number of cases, tutors provide written feedback that is not developmental or helpful

enough to learners.

Staff monitor learners' progress effectively through daily interaction and monthly reviews. Leaders have introduced a new online recording platform to further improve the monitoring of learners' progress. However, it is too early to see the impact.

In a few instances, learners' personal targets are not sufficiently clear and detailed to measure individual improvements. Leaders recognise this and have implemented appropriate actions to improve the quality of learners' targets.

Staff benefit from effective professional learning that supports them to improve their skills in teaching learners with high needs. For example, they have attended training in teaching learners with autism and attention deficit hyperactivity disorder.

In most instances, staff provide an accessible curriculum and resources. Learners benefit from, and enjoy, varied experience of work that prepares them well for their next steps. Learners with high needs develop valuable skills such as communication, social interaction and confidence.

Participation and development

Expected standard

Staff create safe and respectful learning environments in which they prioritise learners' wellbeing. Learners show high levels of respect and support for each other and towards staff, customers and visitors. They have high rates of attendance and are keen and ready to learn.

Learners benefit from vocational settings which enable them to develop personal and employability skills. They become more independent and resilient as they respond to problems and dealing with customers. They grow in confidence in dealing with such situations.

Staff provide an effective personal development curriculum which enables learners to develop a secure understanding how to stay safe. Learners develop an appropriate understanding of topics such as fundamental British values, the importance of good mental and physical health and healthy relationships.

Staff organise valuable activities to enable learners to develop their wider skills successfully. Learners enjoy attending work experience at FareShare where they develop new skills in till work, serving customers and stock rotation. They grow in confidence, become more independent and develop friendships. In cookery lessons, learners are taught to cook basic meals independently and develop skills such as teamwork and communicating with others.

Staff provide useful careers information to enable learners to make decisions on their next steps. They respond positively during the course when learners change their minds about their career aspirations and provide them with the information they need.

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

Learners on study programmes and learners with high needs greatly enjoy their studies. They appreciate the high levels of support and the effective teaching they receive. Learners enrolled on study programmes say that staff are transforming their lives. Many learners have had previous negative experiences of education and felt they had been written off. They say that staff treat them with kindness and respect. Learners thrive in this environment.

Learners, including those with high needs, feel safe at the provider and are able to be themselves. They value being part of an environment where everyone shows respect to each other. Learners benefit from small-class sizes and the extensive pastoral support they receive. They appreciate the inclusive culture that makes them comfortable to discuss any barriers to learning they have. However, a very few learners with high needs who struggle with written work do not have the use of a laptop or computer to record their work.

Study programme learners and those with high needs, achieve their qualifications, including in English and mathematics. Learners on study programmes make extensive progress from their starting points and learners with high needs make at least expected progress. Learners on study programmes and learners with high needs grow in confidence and self-esteem, become more independent and develop the resilience they need to cope with adult life.

Learners on study programmes and most learners with high needs receive clear and constructive feedback on their work which they use to improve it. Learners with high needs find that in a few instances the personal targets that staff set for them are not sufficiently clear and detailed to measure their individual improvements.
Learners on study programmes and learners with high needs demonstrate appropriate behaviour when attending their courses. They appreciate that staff are skilled in identifying any potential changes in their behaviour quickly and help them to manage their emotions successfully. For example, staff de-escalate potential situations by allowing learners to spend time in quiet spaces to regulate their emotions.

Next steps

- Leaders should ensure that all tutors who teach learners with high needs provide feedback to learners on their work that is constructive and developmental to enable learners to further improve.
- Leaders should continue to improve work with delivery partners to ensure that the targets set for learners high needs are specific, measurable, achievable, relevant time-bound and sufficiently detailed to measure individual improvements.
- Leaders should analyse the data for learners in all categories of barriers to learning and use of it to understand and meet the needs of their learners.
- Leaders should provide learners with high needs who need it access to the technology to record their work where they struggle with writing.

About this inspection

Following our renewed 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 leaders, learners, teachers, governors and stakeholders.

Humber Learning Consortium is an independent learning provider that provides leadership and management services to subcontractor partners that deliver on its behalf. It works with 3 partner organisations in the heart of the community to deliver study programmes to young people with significant barriers to learning, including learners with high needs. It has a particular emphasis on supporting voluntary and community organisations.

At the time of the inspection, there were 46 learners enrolled on study programmes with 14 of these being learners with high needs. Learners enrol on hair and beauty therapy courses courses at Niche Education and Training Limited, construction at Unity in Community and warehousing, retail and customer service at Goodwin Development Trust.

Chief executive officer: Andy Crossland

Lead inspector:
Jacquie Brown, His Majesty's Inspector

Team inspectors:
Janet Cannon, Ofsted Inspector
Kay Hedges, Ofsted Inspector
Rebecca Clare, 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 21 April 2026

Number of learners

Total learners

46

Education programmes for young people

32

Provision for learners with high needs

14

Percentage of learning aims successfully achieved

Education programmes for young people

Year	This provider	National average	Compared with national average
2024/25	86	84	Close to average
2024/25	86	84	Close to average
2023/24	50	83	Below
2023/24	50	83	Below

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	81	87	Close to average
2024/25	81	87	Close to average
2023/24	84	87	Close to average
2023/24	84	87	Close to average

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 standard expected of them.

Expected standard 🟢

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard 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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