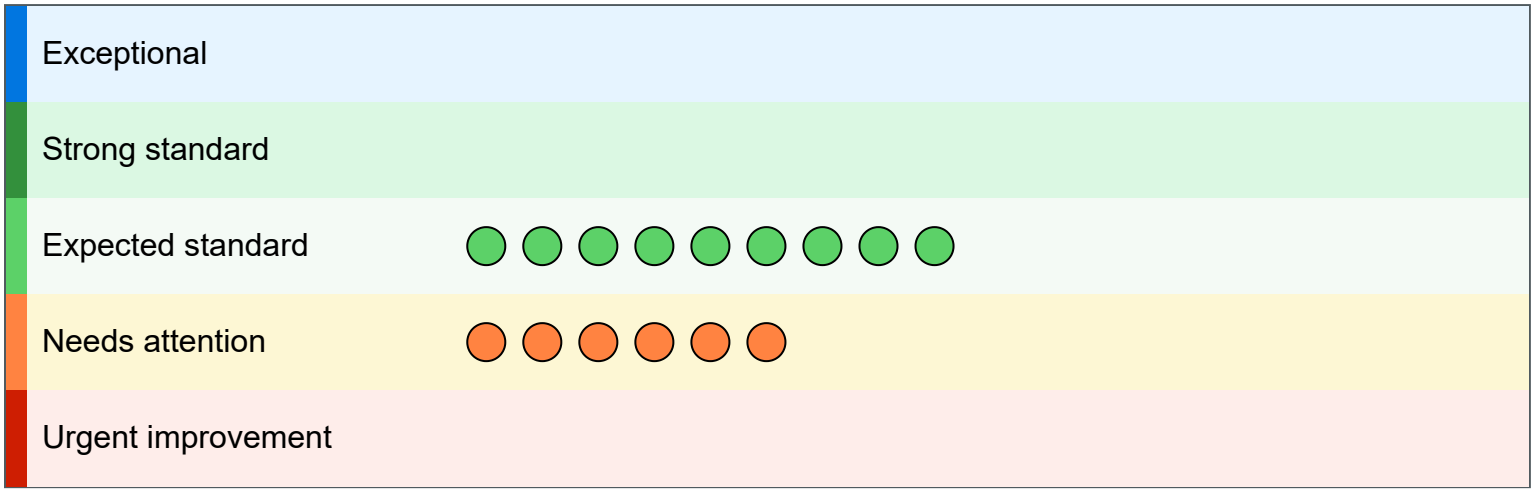
TEC Partnership

Address: Nuns Corner, Grimsby, North East Lincolnshire, DN34 5BQ

Unique reference number (URN): 130585

Inspection report: 5 May 2026



Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding that adequately protects learners from harm.

Leaders and those responsible for governance do not have effective oversight of record-keeping in relation to learners' attendance. Leaders do not implement a thorough enough procedure for following up learner absence at the 14-16 academy, particularly where there are known safeguarding concerns. They do not ensure learners' safety and wellbeing by supporting them to return to the academy. They do not liaise with parents sufficiently well.

Leaders and those responsible for governance do not monitor safeguarding concerns effectively enough, nor do they accurately fulfil their statutory duties for reporting on 14-16-year-old learners to stakeholders such as the local authority.

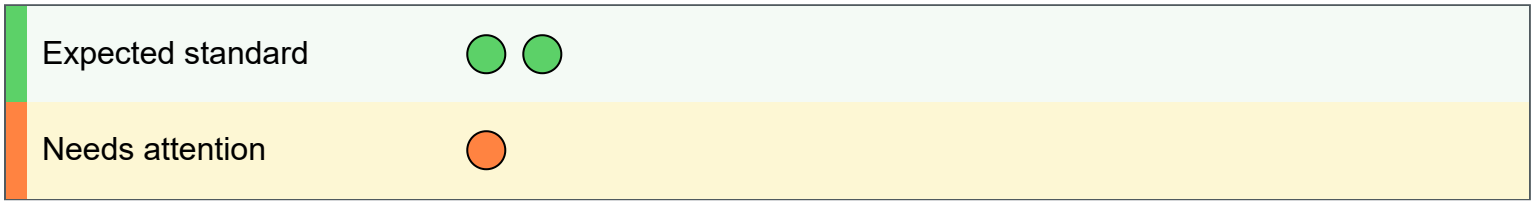
Leaders have qualified safeguarding staff in place who ensure learners and apprentices understand how to keep themselves and their peers safe. However, they have not ensured a culture where all staff at the Grimsby Institute are vigilant about the potential risks affecting some of their most vulnerable learners.

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, leadership and governance, and contribution to meeting skills needs



Expected standard

Contribution to meeting skills needs **Expected standard**

Leaders work strategically with a range of employers and stakeholders to understand accurately local and regional skill gaps. Through their work with the NHS, Job Centre Plus, employers and local authorities, they respond to skills needs in key sectors such as health and social care, tourism, green skills and manufacturing.

Leaders involve stakeholders in curriculum design. They work closely with Anglian Water on construction courses. They collaborate with the NHS in North Yorkshire to widen access to employment in hospitals. However, leaders do not involve employers and stakeholders consistently well enough in designing and delivering the curriculum across all campuses or curriculum areas.

Leaders have invested significantly in industry-standard teaching and learning facilities across the partnership. They have built a specialist animal care centre at Grimsby with public veterinary services. Leaders hold a primate licence which enables learners to develop specialist skills in animal care. Manufacturing and engineering suites are fitted with industry standard equipment such as wind turbine test rigs. This enables learners to apply and practise their skills exactly as they would at work. Training and production kitchens and a sustainability garden mean learners in Bridlington benefit from high-quality workplace environments at college.

Inclusion

Expected standard

Leaders generally ensure that learners' and apprentices' needs are identified before and during enrolment. They implement appropriate support actions quickly. However, leaders have a less well-developed approach for identifying apprentices' needs, other than for those with special educational needs and/or disabilities (SEND). They often rely solely on staff to identify apprentices' needs during the apprenticeship.

Leaders ensure that learners who are disadvantaged receive appropriate support. They use bursary funds effectively to subsidise educational trips, the cost of food, protective equipment and learning resources. Leaders work with external agencies to provide specialist support for temporary vulnerabilities that learners and apprentices face, such as in relation to housing or mental health.

Leaders have appointed appropriately trained and experienced managers to oversee SEND and high-needs provision. They have introduced specialist SEND training which has improved staff knowledge of how to provide effective support. Most staff appropriately review and amend support for learners as their needs change.

In most cases, leaders provide appropriate support for learners known or previously known to social care. They generally work well with external partners to plan support. Leaders offer trauma-informed practice training which has helped staff to understand how to support learners with complex needs and challenging personal circumstances.

Needs attention

Leadership and governance

Needs attention

Leaders and those responsible for governance have not accurately identified the concerns in relation to safeguarding at the 14-16 academy or the Grimsby Institute. They have not implemented an effective culture of safeguarding where all staff are vigilant in promptly following up learner concerns such as non-attendance, particularly for those with complex

home lives and those facing challenging personal circumstances. Governors have not ensured that effective arrangements are in place for recording and reporting learner concerns in the 14-16 academy.

Leaders have taken appropriate action to improve some of the areas for development identified at the previous inspection, such as securing high-quality work placements for young people and the provision careers advice and guidance for adults. They have appointed campus principals to ensure local leadership, oversight and accountability. However, their actions have not led to consistent or sustained improvement in relation to achievement, retention or attendance.

Leaders have made effective improvements to support staff to develop their teaching practice. They have allocated weekly time for staff development, meetings and sharing best practice among teams. Managers value working with teaching and learning experts to review their programmes and agree focused areas for development. Staff welcome coaching from specialist teachers, which helps them learn new teaching strategies such as lesson starters and retrieval practice exercises that they can practise in lessons.

Leaders are conscious of staff workload and have introduced wellbeing initiatives to support staff. However, workload is still challenging for a few staff in English and mathematics who are teaching learners at multiple levels in single classes. This limits the extent to which teachers can focus explicitly on learners' needs.

Leaders mostly use their partnerships effectively to ensure their curriculums respond to local and regional skills needs. They have appropriately invested local skills funding to develop industry-leading workshops, such as solar powered energy, to meet the national green skills agenda.

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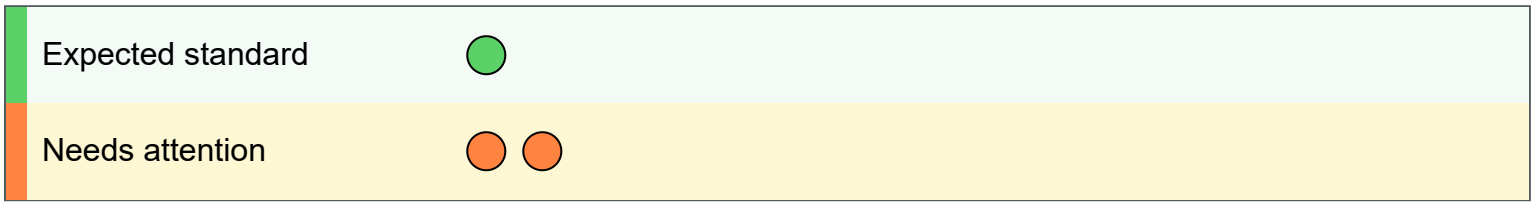
2. Education programmes for young people



Expected standard

Curriculum and teaching

Expected standard

Leaders are proud of their broad curriculum that enables learners from varying starting points, including those aged 14 to 16, to participate in education so they can make progress towards their future goals. They ensure curriculums generally reflect local skills needs. Teachers use their vocational expertise well to reinforce the required technical skills routinely through their teaching.

Leaders and staff plan effective vocational programmes to develop learners' skills and knowledge for work. In catering, teachers develop learners' competence in basic flavouring techniques before teaching how to make complex sauces and braising liquids. Learners take part in meaningful, high-quality work experience. For example, learners in performing arts, work with local theatre companies to plan productions. Learners on photography courses are commissioned to take photographs of local motorcyclists, which they edit and prepare for sale.

Teachers and support staff are well qualified and experienced and know their learners well. They use appropriate adaptations to meet learners' diverse needs. They review the effectiveness of the adaptations that they make and use this to consider the most appropriate support.

Teachers use appropriate teaching strategies. In English and mathematics, teachers use engaging points of reference, such as contemporary film and song lyrics to prompt learners to write creatively. Teachers on automotive courses use effective demonstrations to explain clearly processes such as air flow in engines. They address misconceptions promptly and effectively. However, in a few instances in English and mathematics, teachers' do not use questioning effectively enough to check learners' understanding in lessons.

Teachers mostly use assessment well. In most instances, they provide learners with helpful feedback that helps them to improve their work. However, some learners in English and mathematics are less able to identify their strengths and areas for improvement and are unsure what to revise for their forthcoming examinations.

Teachers support learners to develop a secure grasp of technical language in their subjects. They successfully link theoretical knowledge to the practical application of skills. In creative design, learners know how to use the right colour palettes and animated features to enhance their digital-marketing products.

Needs attention

Achievement

Needs attention

Learners who attend and remain on their programmes develop the knowledge and skills needed to achieve their qualifications. However, the proportion of level 3 learners who remain on their programme is too low.

Learners make slow progress in achieving qualifications in English and mathematics, and the proportion who improve their grade is declining. Teachers support learners well to develop English, mathematics and digital skills within vocational subjects.

Learners typically make progress from their starting points. Learners with special educational needs and/or disabilities, and those with barriers to learning typically achieve in line with their peers. A high proportion of learners who complete level 3 courses progress to employment or apprenticeships.

Learners produce work of an appropriate standard. In a few vocational areas, such as construction, digital media and health and social care, learners' work is of a high standard.

Participation and development

Needs attention

Too many learners do not attend their lessons routinely. Attendance at English and mathematics lessons is low and declining. Leaders understand the barriers that learners experience in maintaining high attendance and have taken action to improve attendance. However, these actions have not led to improvement.

Staff deliver a well-designed tutorial programme to give learners with the information they need to make informed decisions about their health, safety and wellbeing. Most learners benefit from opportunities to explore new skills and interests such as music performance, sporting activities and international competitions.

Staff ensure that learners are aware of local risks, including county lines, knife crime and sexual harassment. They draw on the expertise of local agencies to reinforce awareness of these risks. Learners have a general understanding of fundamental British values and their relevance to college and future job roles. However, staff have not ensured that learners have a well-developed knowledge of the risks posed by radicalisation and extremism.

Learners at most campuses receive helpful careers advice and guidance to help them decide on their next steps. However, this is not uniformly the case. For example, health and social care learners at Skegness College do not develop a broad enough understanding of different career pathways to prepare them for their next steps.

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3. Adult learning programmes

Expected standard

Expected standard

Achievement

Expected standard

Most adult learners achieve their qualifications. However, a few learners on long courses in Bridlington, Scarborough and Grimsby leave early. Leaders have taken action which has improved the proportion of learners who remain on their programme in the current year.

Most learners develop a range of valuable knowledge and skills and make positive progress from their starting points. They produce work of at least the appropriate standard for the level of study. On private security courses, learners complete work to a high standard.

Most teachers support learners to develop their English skills by identifying grammatical errors and encouraging the use of correct contextualised professional terminology.

Most adult learners who study on work-focused programmes gain employment and go onto positive destinations. However, too many learners on other courses do not get a job or go onto further training after their course.

Curriculum and teaching

Expected standard

Leaders ensure curriculums are successfully designed to meet stakeholder and employer needs to increase employment opportunities for adult learners. They ensure that courses are accessible to help learners overcome barriers to learning. Leaders include carefully selected qualifications, such as in first aid, fire safety and food hygiene, which enhance learners' chances of finding work.

Teachers successfully plan the curriculum to build learners' knowledge and skills. They focus on improving the confidence of the many learners who have been out of education for some time. Teachers use their experience and sector expertise to design high-quality resources that contextualise learning to learners' job aspirations or everyday lives. They break down more complex topics into smaller parts to help learners develop their understanding. Teachers plan effective activities, such as scenario-based group discussions, to reinforce learning. In English for speakers of other languages lessons, teachers use frequent repetition to help learners practise accurate pronunciation.

Teachers support learners, many with barriers to learning or special educational needs/and or disabilities, to engage successfully in learning. Support tutors have an accurate understanding of learners' needs and provide the right level of support to enable learners to make progress.

Teachers mostly assess learners' starting points accurately. Teachers of functional skills courses carry out thorough assessment to identify gaps in learners' knowledge. Teachers use the outcomes of assessment to plan online learning that quickly improves learners' skills. However, in a few instances, on work-focused courses, teachers do not use information about starting points well enough to plan teaching activities. This results in some learners being taught things they already know, which slows their progress at the beginning of their studies.

Teachers generally use assessment effectively to plan what they teach. They provide frequent, helpful feedback to learners to improve their skills and confidence in their work.

Participation and development

Expected standard

Teachers quickly build an inclusive, safe space where learners feel comfortable to share their views and respectfully discuss sensitive topics. Leaders set high expectations for learners' attendance that most learners, particularly those on work-focused courses, meet. However, attendance on a few courses, such as hair and beauty, across all campuses and access to higher education at Grimsby Institute is low.

Teachers provide most learners with an appropriate wider curriculum. They plan opportunities for learners to attend educational trips and participate in national competitions. Learners take part in volunteering activities supporting vulnerable people. Learners on

hairdressing courses participate in skills competitions. These opportunities help learners to develop confidence and valuable skills for work.

Most learners receive sufficient careers guidance to help them make informed choices about their next steps. Those who are looking for work are supported well to apply for jobs through flexible jobs clubs. They develop confidence to apply for roles they previously thought were out of reach. Learners benefit from employer visits, which help raise their aspirations.

Most teachers develop learners' understanding of life in modern Britain. Learners on English for speakers of other languages courses are guided well to settle into their new life in the UK. However, a few learners on access to higher education courses do not understand how British values might be relevant to them.

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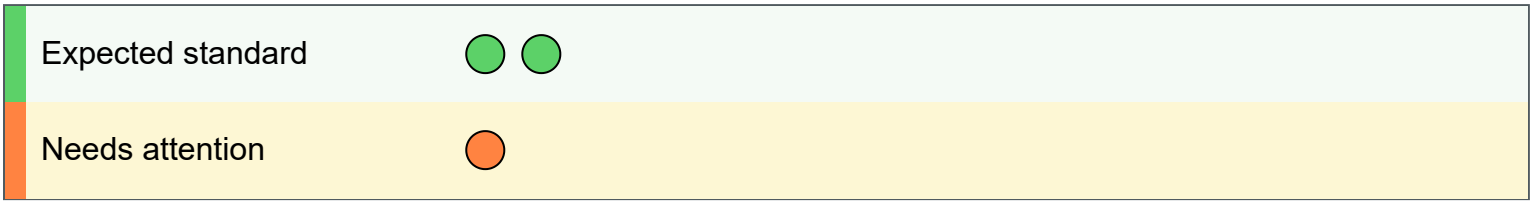
4. Apprenticeships



Expected standard

Curriculum and teaching

Expected standard

Leaders have a broadly accurate understanding of their strengths and areas for development. They have taken sensible actions to improve teaching and training but recognise there is more work to do regarding the effectiveness of progress reviews and ensuring that apprentices are supported to complete and achieve their apprenticeship.

Leaders plan an effective curriculum that responds to local and regional industry needs. They are proactive in offering provision to fill skills gaps such as by developing interior fitter standards linked to the joinery trade. Trainers mostly structure learning well, planning sufficient opportunities for apprentices to apply their knowledge and skills in the workplace.

Staff are highly experienced and apply their industry knowledge well to reinforce vocational knowledge and skills. Trainers successfully link theory to workplace practice to ensure apprentices gain fluency in technical skills. Motor vehicle apprentices use their knowledge of how the reverse gear works to identify faults. Early years apprentices apply their knowledge of attachment theories to create strategies to help children regulate their emotions.

Trainers use the outcomes of assessment effectively to plan the learning activities they use. In lessons, they provide helpful demonstrations followed by targeted questioning to reinforce topics. Trainers use effective scenario-based discussion that extends apprentices' knowledge beyond that of their current workplace.

Most trainers provide helpful feedback to apprentices regarding their skills development. They consolidate this feedback during progress reviews and identify apprentices' next steps. However, trainers do not consistently provide timely feedback or ensure that it leads to effective planning for apprentices' next steps. Therefore, a few apprentices, including those who are beyond their end date, do not have a clear enough understanding of what they need to do next.

Participation and development

Expected standard

Leaders set high expectations for attendance. They model professional behaviours that apprentices successfully respond to. Apprentices attend well and are enthusiastic and motivated.

Trainers facilitate meaningful opportunities for apprentices to work with their peers. Apprentices share their experiences, such as demonstrating welding techniques, that they use in different workplaces. They take pride in their work and collaborate respectfully with each other to develop their skills beyond those needed in their own workplace.

Trainers help apprentices to understand career opportunities, such as different specialisms that they may want to explore. Most apprentices are aware of what they could do next within their own organisations or industry.

Trainers plan an age-appropriate curriculum beyond the apprenticeship standard. Apprentices learn about the protected characteristics and their role in promoting equality. Most apprentices understand fundamental British values. They can explain the opportunities that this provides them, such as the right to vote.

Leaders promote wider opportunities for apprentices such as, volunteering, staying healthy and cultural events. A few apprentices contribute to skills shows and community projects, such as construction of a youth hub for a local charity. Leaders celebrate apprentice success through a range of awards, including a ceremony sponsored by employers. A significant proportion of apprentices have received awards in college and industry recognitions at work.

Needs attention

Achievement

Needs attention

The proportion of apprentices, including those with barriers to learning or those with special educational needs and/or disabilities, who achieve their apprenticeship is low and has declined over the 2 previous years. Frequent changes in staffing in a few standards have impacted apprentices' progress and the proportion who complete their apprenticeship. In the current year, the proportion of apprentices who remain on their programme has increased.

Most apprentices, who remain on programme, make at least the expected progress from their starting points. They develop useful vocational knowledge and skills that they apply effectively at work. Apprentices develop the mathematical skills they need for industry.

Around half of apprentices who require functional skills in English and/or mathematics achieve their qualifications. For a small number of apprentices, not achieving their English and mathematics qualifications delays completion of their apprenticeship.

Apprentices' work is of the expected standard. Most produce practical work of a high standard. Level 2 carpentry and joinery apprentices work to tight tolerances to measure and cut roof trusses to the correct size and angle.

Most apprentices who achieve their apprenticeship remain in employment: many with the same employer.

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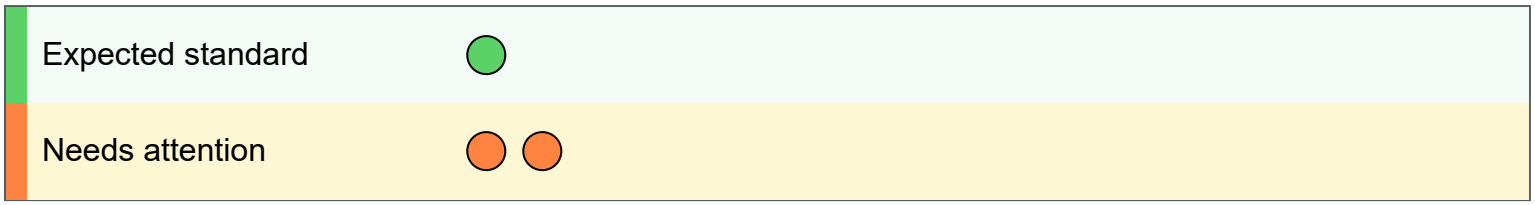
5. Provision for learners with high needs



Expected standard

Curriculum and teaching

Expected standard

Leaders ensure that the curriculum is appropriately sequenced. They plan vocational learning that includes valuable work experience, supported internships and employer-related activities, linked successfully to learners' aspirations. Staff explicitly teach and reinforce workplace behaviours, such as punctuality, communication and teamwork. Most learners develop vocational and employability skills and the right level of independence to prepare them for their next steps.

Learners follow appropriately tailored programmes. Staff plan learners' programmes based on their individual starting points and education, health and care plans (EHCP) outcomes. They work closely with schools, social care and local authorities to plan effective transition into college. However, in a few instances, staff at Grimsby Institute do not use EHCP outcomes effectively enough to set meaningful targets and are unable to monitor learners' progress towards achieving their long-term goals accurately.

Leaders ensure that teachers and support staff receive relevant training and professional development to support learners effectively. Staff use their expertise to provide targeted support. Learners with hearing impairments are supported to engage independently in lessons using assistive technology.

Teachers generally use effective teaching strategies such as breaking down tasks to support learners' understanding, concentration and ability to recall information. They provide sufficient opportunities for learners to practise and apply their learning through practical activities, revision and assessment preparation.

Staff help learners to improve their communication skills by reinforcing subject-specific vocabulary. Learners become confident in communicating and use the correct technical language related to catering, floristry and automotive industries.

Teachers use a range of assessment methods that are appropriate to learners' needs. They use questioning effectively in lessons and provide helpful feedback on learners' work. However, in a few instances, teachers do not provide meaningful feedback to learners to help them understand how to improve their work, achieve high grades or develop their academic skills.

Needs attention

Achievement

Needs attention

Most learners with high needs generally make progress from their starting points. They develop their independence and improve their readiness for further learning or work. Most learners make progress towards their education, health and care plan outcomes. However, a few learners do not make sufficient progress towards long-term educational and employment outcomes due to a lack of meaningful targets to identify what they need to do next.

Most learners achieve their overall qualifications. However, the proportion of learners who achieve their qualifications is declining in specialist provision at Beverley and Bridlington campuses and vocational programmes at Grimsby. Leaders have taken action which has increased the proportion of learners who remain on their programme in the current year.

Most learners develop English, mathematics and digital skills that prepare them for learning and next steps. They improve their confidence in applying English and mathematics in their vocational subjects and in everyday contexts. However, a few learners have not made sufficient progress in developing their writing or mathematical skills.

Participation and development

Needs attention

Learners' attendance is too low. Leaders have recently introduced suitable support mechanisms, including success coaches, personalised interventions and external agency involvement, to help learners re-engage with learning.

Leaders and staff set high expectations of behaviour. Teachers and support staff consistently model professional behaviours and use positive recognition to reinforce expectations around punctuality, teamwork and conduct. Most learners behave appropriately in lessons and practical settings. They develop the mature attitudes needed for employment and adult life.

Staff provide individualised support that helps learners who attend to participate successfully in their learning. Learning support assistants provide targeted one-to-one interventions matched well to learners' needs, including social skills development for home-schooled

learners and mentoring for those with behavioural or emotional needs. Learners who previously faced significant barriers engage in education and improve their wellbeing.

Leaders generally understand learners' wider development needs and provide suitable opportunities linked to personal development, citizenship and skills for work. Learners participate in activities such as football tournaments, sponsored walks linked to money management, employer visits and meetings with the local Member of Parliament. They develop social skills, confidence and an awareness of their role in the community.

Teachers provide effective careers education and personalised guidance to support learners to make informed choices about their next steps. Most learners understand their progression opportunities and have realistic aspirations.

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

Too many learners, including young learners, learners with high needs and a few adult learners, are not supported well enough to attend routinely. In a few instances, attendance is not promptly followed up to safeguard learners appropriately or manage risks. A few young learners, adult learners and apprentices do not have a sufficiently well-developed knowledge of the risks posed by radicalisation and extremism.

Learners and apprentices learn in a generally inclusive college. Most are supported to overcome their barriers to learning. Adult learners are supported to engage successfully in learning after long periods out of education. Learners access college buses from rural areas to enable them to join their chosen course.

Most learners are motivated to learn. They enjoy reading in the college's library, carrying out independent study and socialising with friends. Teachers support learners well to improve their mindset about important subjects such as English and mathematics. However, too many young learners do not improve their grades in these subjects.

Young learners understand well the high expectations that staff have of them for their behaviour and conduct. They meet these expectations and demonstrate respect for one another. Most learners listen attentively to teachers and peers. In social spaces, they remove litter, are courteous to others and polite to staff and visitors.

Young learners develop independent thinking and problem-solving skills. For example, those on T-level engineering courses use their problem-solving skills to automate the opening of the roof on a model greenhouse when moisture is detected.

Adult learners access a wide range of courses taught in community venues, close to learners' homes. This makes it easy for them. They can structure their studies around family and personal commitments and so participate in learning. Learners use high-quality online resources to recap on learning outside of lessons. Adult learners study work-focused courses that lead to jobs in the NHS, the road transport or the security industry.

A few apprentices are not supported well enough to complete their apprenticeship in the planned timescales. Despite this, apprentices develop broader skills alongside their

vocational knowledge, such as testing of electrical installations, or quality analysis linked to environmental factors in construction. They are valued by their employers and make positive contributions to the workplace. Early years apprentices bring ideas to their settings to respond to new regulations such as on safe sleep.

Most learners with high needs are prepared appropriately for their next stage of education, employment, training or greater independence. They develop realistic aspirations and progress to destinations that reflect their goals.

Learners with high needs study in safe, respectful and supportive environments where their wellbeing is prioritised. Staff know their learners well and provide effective wraparound support so that learners feel valued and cared for.

Next steps

- Leaders and those responsible for governance should take immediate action to ensure that all learners, particularly 14-16-year-old learners and those at Grimsby Institute, are appropriately safeguarded.
- Leaders and those responsible for governance must rapidly improve oversight of safeguarding in relation to record-keeping and reporting to ensure that they meet their statutory duties.
- Leaders and those responsible for governance should develop an effective culture of safeguarding where all staff are vigilant and responsive to learners' needs.
- Leaders should ensure that early in the apprenticeship, in addition to identifying apprentices' special educational needs and/or disabilities, staff also accurately identify any other support needs that apprentices may have.
- Leaders should improve planning in relation to group size and ability of young learners in English and mathematics lessons to reduce staff workload and to ensure that all learners' needs are accurately met.
- Leaders should improve teachers' use of assessment in English and mathematics lessons to enable them to assess young learners' understanding effectively and identify accurately what learners need to do to improve.
- Leaders should improve staff use of education, health and care plan outcomes to set meaningful targets and monitor the progress of learners with high needs towards their long-term goals.
- Leaders should ensure that staff provide meaningful feedback to learners with high needs to help them understand how to improve their work and develop their knowledge and skills.
- Leaders should ensure that teachers use information about adult learners' prior education and experience effectively to plan learning.
- Leaders should take action to increase the proportion of learners who complete and achieve their programme, particularly young learners on level 3 courses, adult learners on long courses, apprentices, and learners with high needs.
- Leaders should take action to support learners with high needs to develop their English and mathematics skills and to increase the proportion of young learners and apprentices

who achieve their English and mathematics qualifications.
- Leaders should take action to increase the proportion of adult learners across all campuses who progress to positive destinations.
- Leaders should take action to increase the proportion of young learners, adult learners and learners with high needs who routinely attend their lessons.

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 HMI.

Inspectors spoke with governors, leaders, managers, staff, learners, apprentices, employers and stakeholders during the inspection.

TEC Partnership is a college group that operates mainly across East Riding of Yorkshire and Hull, Lincolnshire, North East Lincolnshire and North Yorkshire. It has campuses in Grimsby, Scarborough, Beverley, Bridlington, Hull and Skegness. Most of the adult learning programmes are taught by the `national employer training' arm of the partnership.

Leaders offer education programmes for young people including a full-time programme for 14-16-year-olds. At the time of inspection, there were 4,361 learners on programme, of whom 191 were 14-16-year-old learners. There were 348 learners who have high needs, of whom 18 were aged 14 to 16. The provider offers a broad vocational curriculum including T levels.

There were 3,930 learners on adult learning programmes, of whom 958 had learning difficulties or disabilities. Adult learners study on Skills Bootcamp courses, sector-based work academy programmes or tailored learning courses. Adult learning programmes are offered in Grimsby, Scarborough, Beverley, Hull, Bridlington and Skegness. There are also several delivery locations in the community in areas such as Immingham, York, Derby and Nottingham. Around a tenth of adult learners are taught through distance learning. Around four fifths of adult learners study with the National Employer Training arm of the college.

At the time of inspection, there were 947 apprentices on programme of whom 351 apprentices were aged 16 to 18. Most apprentices study apprenticeships at level 3. Around a third study at level 2 and a few apprentices are on level 4 or level 5 standards. At the time of inspection, around a fifth of apprentices were working towards achieving English and/or mathematics qualifications. Apprentices are visited in the workplace and most attend college for training in Grimsby, Bridlington, Beverley and Scarborough.

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Alison Dennis, His Majesty's Inspector
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Karen Green, Ofsted Inspector
Kevin Williams, Ofsted Inspector
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Joanne Stork, His Majesty's Inspector
Ann Minton, Ofsted Inspector
Sue Martin, Ofsted Inspector
Debbie Tansley, Ofsted Inspector
Richard Jones, His Majesty's Inspector
Joel Dalhouse, His Majesty's Inspector
Hayley Lomas, His Majesty's Inspector
Alex Miles, Ofsted Inspector
Janet Smith, Ofsted 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 5 May 2026

Number of learners

Total learners

9586

Education programmes for young people

4361

Adult learning programmes

3930

Apprenticeships

947

Provision for learners with high needs

348

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
2023/24	85	83	Close to average
2022/23	91	81	Close to average

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	96	87	Close to average
2023/24	96	87	Close to average
2022/23	95	87	Close to average

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2024/25	56	65	Below
2023/24	59	60	Close to average
2022/23	49	55	Close to average

Apprenticeships pass rate

Year	This provider	National average
2024/25	90	98
2023/24	94	98
2022/23	93	97

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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