

# Inspection of Humankind

Inspection dates: 21 to 23 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Information about this provider

Humankind is a national charity that has education provision in Newton Aycliffe. It provides specialist training and support for young people with a range of emotional, social and behavioural difficulties, including those with special educational needs and/or disabilities. Learners attend the centre having been referred mainly through local authority networks across the north east of England. Learners travel from Newton Aycliffe, Durham, Teesside, Hartlepool and Darlington.

At the time of the inspection, there were 55 learners studying an employability and independent living course. Almost all learners were aged 16 to 18. A high proportion of learners have high needs.

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

Learners are very actively involved in social action projects and community-based events. They frequently raise money for local charities, through 'Red Nose Day' and other national fundraising events. As a result, learners develop their understanding of what it means to be an active member of the community. They recognise the benefit of collaborating, and value being part of a team.

Learners respond exceptionally well to the very clear and high expectations for behaviour that staff have. They behave very well around the centre, in classrooms and during breaktimes. Many learners have previously had poor experiences in education or missed significant time away from learning. Staff agree helpful and supportive individual targets to improve learners' behaviour, such as not shouting out during discussions and leaving the classroom at breaktime to mix with other learners.

Learners on entry level and level 1 courses enjoy having additional responsibility during their learning. They manage a successful tuck-shop, which provides an opportunity to enhance their social interactions, handle money and manage stock. Learners value the important role that these activities play in their personal and social development. They relish the opportunity to debate how to use funds generated from the tuck-shop to participate in activities such as attending trips to theme parks and physical activities such as rock climbing.

Staff provide good encouragement and support to learners to attend training despite many learners having considerable barriers to education, including poor mental health, emotional vulnerabilities and previous negative experiences of education. When attendance or punctuality is a concern, staff take time to understand the reasons for learners' non-attendance or lateness. They set realistic and time-bound targets with learners to improve attendance. As a result, attendance is consistently high.

Learners feel safe, and understand what safeguarding means to them in their lives. They understand information such as 'see it, say it, sorted' on trains and 'say no to drugs' initiatives. Learners are also aware of how to stay safe outside the centre, and are aware of local risks such as gang culture as well as the very real risk to themselves of being exploited by county lines drugs groups.

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

Leaders work effectively with a wide range of internal and external partners to develop a curriculum that meets the growing need for high-quality special educational provision across the region. They work with local councils and other training providers to match learners to the right environment for their success. Leaders are ambitious for their learners, and have planned a curriculum to address the acute anxiety and isolation for learners with a diagnosed learning or emotional

condition. Partner organisations provide a range of additional support, including alcohol and addiction support for parents and families.

Leaders undertake useful quality assurance activities, including lesson observations, as well as using frequent feedback from learners to identify appropriate staff development needs. They use these activities well to provide teachers with ongoing, high-quality training to improve the quality of education. For example, one teacher is being supported to train as a special educational needs coordinator. Other staff carry out extensive training on topics such as mental health, child protection training, understanding autism and other specific special educational needs training.

Leaders have invested appropriately in a wide range of teaching resources, including immersive virtual reality technology and speech and language applications. Teachers use these tools appropriately. For example, on entry level courses, they use speech software with learners to help them to understand that incorrect use of language can be a barrier to employment. However, leaders have not invested sufficiently in recreational, relaxation and social areas to provide more opportunities for learners to develop friendships, stay physically active and enhance the quality of their time at the centre.

Teachers carefully plan and sequence individual learning based on the often very low starting points of learners. Many learners have complex needs as a result of experiences such as being bullied at school and having challenging circumstances at home. Teachers carefully consider learners' personal circumstances and take account of common interests and existing social groups to ensure that learning groups are well constructed. Learning is then tailored very well to meet individual needs.

Teachers are well qualified. They hold teaching qualifications and are experienced in their specialism as special educational needs practitioners. They use their skills well to develop appropriate learning materials. Learners on level 2 employability programmes benefit from studying in small groups, which enables teachers to provide highly individualised support. Teaching assistants are deployed effectively to support learners and keep them focused on their learning.

Teachers use assessment well. They use carefully targeted questions, practical activities, group conversations, presentations and video recordings to determine learners' progress. For example, teachers use paired work and controlled group activities with learners on entry level employability programmes to ensure that learning is pitched at the right level. When learners remain very quiet, teachers allow them sufficient time to reflect on what they have learned before encouraging them to give full and well-considered responses.

Teachers promote a culture of kindness. They plan weekly activities with topics that develop friendships and social confidence. For example, teachers of level 1 employability programmes plan lessons on hate crime, freedom of speech and respect. These topics help raise learners' awareness about the importance of mutual respect and tolerance for those different to them. As a result, learners are prepared well for life in modern Britain.

Staff have developed a varied enrichment curriculum, with many activities that engage learners in discussions and projects which help them to become more involved in social life within their communities. For example, leaders have devised an eight-day programme for learners with high needs on entry level programmes that builds their knowledge of being active citizens. Learners have numerous opportunities to attend gyms and local parks, and to visit animal sanctuaries. These activities enhance the social skills and life opportunities of learners, many of whom have never been on a social outing.

Teachers provide learners with a wide range of impartial careers advice and guidance. They prepare learners for employment and careers by planning learning from the very beginning of the course that helps build learners' knowledge of study and employment pathways in a range of settings. For example, learners on level 1 employability courses prepare their CVs and feel well prepared for job interviews. They choose their preferred work setting and attend a carefully planned week of work placement that, in most instances, is linked to their career aspirations. However, a few learners who have talents in subjects such as computing do not benefit from additional learning opportunities that might inspire them to work or study in such areas.

Teachers develop learners' English and mathematical skills well. Learners on level 1 employability programmes develop their writing skills through, for example, constructing appropriate and accurate email messages. Teachers correct work carefully and add helpful, motivational comments to develop learners' confidence. Consequently, learners' work improves over time. In mathematics, learners study calculations that are useful for working in the tuck-shop and budgeting for independent living. However, in the previous academic year, too few learners achieved functional skills mathematics qualifications. Leaders have implemented a range of improvements, including better tailored initial and diagnostic assessment, but it is too early to determine the impact of these actions.

Teachers prepare most learners well for their next steps towards further study. In the previous academic year, a high proportion of learners progressed to full-time study in further education. However, the very few learners with a GCSE qualification in English and mathematics at grade 3 do not have the opportunity to take a resit to improve their grade.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff have completed the mandatory training at a level appropriate to their role. The designated safeguarding lead is appropriately trained and provides annual update training for staff to ensure that they have the knowledge and skills they need to keep learners safe.

Leaders provide learners with extensive training on a wide range of safeguarding topics, such as the potential dangers of online grooming, pornography and

aggressive and extremist content. Learners are safe, and feel well supported to stay safe during their time in the centre and at home.

Leaders have a thorough understanding of the risks to their learners' safety. They have appropriate support measures and significant control measures in place, such as multi-agency working and individual risk assessments, to keep every learner safe.

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

- The provider should ensure that the actions taken to improve achievement in functional skills mathematics result in a much higher proportion of learners achieving their qualifications.
- The provider should support learners with GCSE grades at 3 to resit their examinations so they can attempt to gain a higher grade.
- The provider should broaden the encounters that learners have with work that is more representative of the local economy and learners' interests.
- The provider should improve the provision of social, relaxation and recreational space for learners.

## Provider details

<b>Unique reference number</b>	51535
<b>Address</b>	Sapphire House IES Centre Horndale Avenue Aycliffe Business Park Newton Aycliffe DL5 6DS
<b>Contact number</b>	01325 731160
<b>Website</b>	<a href="http://www.humankindcharity.org.uk">www.humankindcharity.org.uk</a>
<b>Principal, CEO or equivalent</b>	Abbie Shepherd
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	4 to 7 March 2014
<b>Main subcontractors</b>	Not applicable

## Information about this inspection

The inspection team was assisted by the manager of education services, 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

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