

Curriculum Area Self-Assessment Report 2017-18- Guidance for all programmes

Curriculum Area(s):	Adult Skills (ESOL/ICT & Functional skills in English/Maths)
Author:	Jojoy Varghese
Version and date:	Version 1
Overall Grade:	2

Starts	Pre entry	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Total
Students with high needs							
16-18 students study programmes							
Adult students	0	74	129	183	113	35	534
Total overall							

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
<ul style="list-style-type: none"> Sustained improvement in achievement rates for majority of courses 	<ul style="list-style-type: none"> Improve pass & achievement rate of learners on ESOL programmes.
<ul style="list-style-type: none"> The quality of teaching and learning is good and improving in the majority of curriculum areas. 	<ul style="list-style-type: none"> Improve learner progression into employment through effective management of learners' employability skills and by creating opportunities for employment.
<ul style="list-style-type: none"> Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity. 	<ul style="list-style-type: none"> Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing.
<ul style="list-style-type: none"> Outstanding outcomes for learners on Functional skills in English and Maths learning programmes at various levels. 	<ul style="list-style-type: none"> To improve quality of teaching, learning and assessment by helping at least 25% of tutors to achieve outstanding grade in OTLA.

Effectiveness of leadership and management		Quality of teaching, learning and assessment		Personal development, behaviour and welfare of students		Outcomes for students	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
2							

		2		2		2	
Effectiveness of 16 to 19 study programmes		Effectiveness of adult learning programmes		Effectiveness of apprenticeship programmes		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
		2		N/A	N/A	2	

Grades: Outstanding, Good, Requires improvement, Inadequate

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Consider: the level of expectation set in the area, how you secure and sustain improvements to teaching, learning and assessment through CPD, lesson observation and performance management to tackle weakness and promote good practice; how you use the views of students, employers and other stakeholders; the priority given to the provision of English and mathematics; how effectively you monitor the progress of groups of students so that none is disadvantaged or underachieve; the extent to which the area promotes all forms of equality, how well British values are promoted and any reference to specific safeguarding arrangements.

Key strengths

- Strong leadership and management has a positive impact on teaching and learning outcomes and ATN's sustainability as evidenced by the outstanding results obtained for majority of learning programmes.
- Constructive and effective staff support for professional development that enabled staff to attend an extensive range of CPD courses and raise standard of delivery of learning programmes.

Key areas for development

- Continue to establish stronger relationship with more employers that will facilitate learners to gain work skills and employment opportunities.

Evidence to support the judgements for students with high needs

You will need to make the judgement and then provide the evidence. The evidence should include the following:

- Staff appraisals, are these all complete, how many and if timely, examples of where this has helped staff to improve, if any capability issues, coaching or mentoring etc.
- Have you set high expectations for both staff and students, how and give examples such as challenging target grades for students or challenging yet realistic targets for staff

- How have you helped improve teaching learning and assessment -give overall figures of how many staff have been observed, how many action plans complete etc.
- Attendance at CPD- figures and impact
- Overall outcomes from the on programme and exit survey, put in the stats and the areas that have improved and those that require improvement
- How have you used the learner rep system, has this been effective, do you need to improve this, do you give feedback to students who have raised concerns
- Include any employer feedback if this is relevant, again use stats if available
- How have ensured there are no achievement gaps, if there has been any what are you doing about this?
- How well is English and maths developed and what is the impact?
- How well do students participate in good quality and individually tailored learning programmes that lead to paid employment where appropriate, including to supported internships, traineeships and apprenticeships and/or greater independence in their everyday lives, give examples and stats
- Is all specialist support, including speech and language development, behaviour management and physiotherapy coordinated, if so how well is this done? What is the impact?

Adult Provision

- How well do staff work with partners, such as local employer networks, local authorities or employers to ensure that the provision is relevant to local employment opportunities and supports local and national priorities, if so what has been the impact?
- How well do the adult learning programmes enable students to overcome their barriers to employment? if so what has been the impact, add in destinations and types of employment, use any case studies.

“A well organised visit. All records were made available for the EQA. 2 S/L activities were observed today and another learner interviewed. The Centre are doing a great job which was evident today.” (Functional Skills EV report, 8/2/2018)

Leadership and management, being strong, has a positive impact on teaching, outcomes and ATN’s sustainability. ATN exists to create opportunities for its students many of whom come from disadvantages backgrounds. The College’s mission is to create opportunities through inspiring teaching and learning is understood at all levels of the organisation. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. Director, managers and trustees have high expectations

and have created a positive learning environment at ATN, which enables staff and learners to excel. ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn gaining excellent outcomes for most groups of learners. Overall pass rate for 2017/18 is 94 % and above national rates for the majority of groups. This significant and sustained improvement has resulted from an improved cultural dialogue which now places the college's primary focus on teaching, learning and assessment.

ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. All courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN invests heavily in Functional skills and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners. Expectations of learners are consistently high across various courses and are reinforced during lessons and tutorials. Teachers develop strong and supportive working relationships with learners and are committed to their development and planning learning which stretches and challenges them. Learners' work is of a high standard and targets setting is used effectively in the classroom to develop knowledge and skills and to support progress. "I improved my communication skills and writing. My teacher is kind and friendly and she always helps to improve our communication skills." (Learner comments FS skills in English L1, 14/6/2018).

Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is evident in the agendas of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal targets with a clear plan to implement improvements. "Learners have regular opportunities to review their progress and goals. Ongoing and throughout. This was clear through the candidate interview." (Functional Skills EV report, 8/2/2018)

"The learner takes initiative to do her tasks. She has gained confidence since she began learning English" (FS Skills Eng L1, Tutor comments on mid course review. 14/6/2018). To overcome barriers to employment learners were offered employability courses aiming at developing their work skills, given many have never been employed. Most ESOL, Functional Skills and ICT learners took part in training sessions such as employability skills development, CV skills, confidence and self-esteem building workshops, etc. which have enriched learner appreciation and understanding of the world of work. Most learners worked closely with the NCS advisers working at Hayes and Southall centres who have

regularly provided career advice and guidance. Labour market information was updated on a daily basis. Many learners felt valued and greatly satisfied during their learning programmes at ATN as they believe that the courses will enable them to obtain their life goals such as getting employments in desired area of work. This is evidenced in observation reports and learner feedback collected using various tools. “I am achieving my goals. The teacher is very polite and helpful. Teacher is always ready to help students in any manner.” (FS Skills Eng L1, learner comments, Mid course review. 14/6/2018)

This year ATN established stronger working relationships with more than 50 local employers by offering their employees free Food Safety and Health and Safety courses at Level 2 to up skill themselves. ATN has supported more than 300 employees from various organizations. Although the impact of this service has not had immediate impact it is expected that ATN will benefit the partnerships in the long run to provide work experience to learners funded through RUTC and to gain potential employment with them. A further important partnership, with Learndirect has enabled 2% of learners to gain employability skills through challenging programme, which prepares individuals for work in the Health and Social care sector. In addition numerous learners benefitted from undertaking 30 hr Big lottery funded Launchpad Extra programme that included workshops on Confidence building, Improving communication skills, Identifying & overcoming barriers, Preparing for job interviews and telephone techniques, Pain management, Healthy eating & well-being during their course at ATN. Learners also benefited from attending Yoga sessions and life coaching sessions organized by Launchpad Extra department.

“Members of staff have been well supported in gaining qualifications in line with their role.” (Matrix Annual review report, Nov 2017). Staff support for improvement is constructive and effective. The commitment of staff to their professional development remains good. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. Some of the key CPD opportunities created for ATN’s tutors included:

- Level 4 Level 4 Diploma in Advice and Guidance
- Level 3 Diploma in Business Administration
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Preparing for RARPA
- EV & IV feedback meetings

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Standardisation of marking training
- Preparing for Matrix annual review and matrix assessor feedback
- Preparing for EV visits
- Safeguarding training
- Equality & Diversity training
- British Values
- E safety
- Prevent training
- Understanding and updating Learner track
- Target Setting
- How to provide effective feedback
- How to use differentiation strategies effectively

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Consider: how teaching, learning and assessment methods and resources inspire and challenge all students and meet their different needs; how students are supported to achieve their learning goals, both in and between learning sessions; how initial / diagnostic assessment to identify students' support and additional learning needs; how staff work with students to ensure that teaching, learning and assessment enable all students to make good progress and prepare for their next steps; staff assess students' progress frequently and reliably and provide constructive feedback; the promotion of equality and diversity; how well students are supported to develop their skills in English, mathematics and ICT and their employability skills.

Key strengths

- Quality of teaching and learning is good and improving in the majority of curriculum areas.

- Very effective use of differentiation strategies and regular learner performance monitoring facilitate improved learner progress.

Key areas for development

- To improve target setting for lessons and ILPs.
- Improve stretch and challenge in classrooms and promote learner autonomy

Evidence to support the judgements for students with high needs

Start the sentence with the judgement and then give your evidence to support this, for example the quality of teaching, learning and assessment is good because XXXXXX

- You will need to include student feedback on TLA in the area, be specific about courses and overall and do provide the stats.
- Refer to the outcomes of observations, what did reports say?
- How are all students challenged so that their different needs, including the most able and the most disadvantaged are met? What is the impact?
- Do staff have appropriate expertise to support students or specific groups of students?
- How well are learning resources, including assistive technology, (are to the required standard and specification) used to support students to overcome their barriers to achieving their learning goals?
- Are students given opportunities to develop their independence, improve their communication skills and make relevant personal choices and decisions? If so what is the impact of this?
- Is the choice of accreditation helping students progress towards further learning, vocational training, employment and independent living, where appropriate? If so give examples, number of students progressing
- Are procedures for recognising and recording students' progress and achievement rigorous and purposeful and support achievement for all students? If so how and what is the impact?

Adult Provision

- How well do staff work with students and employers or other partners to ensure that teaching, learning and assessment enable students to develop personal, social and employability skills that prepare them well for their

intended job role, career aims and/or personal goals? if so what has been the impact, for example X% intend to go into employment.

- Add in student feedback regarding teaching, learning and assessment

“A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning.”
(ESOL EV report March 2018)

The Teaching profile across the centres remains good and is improving. Overall there were 8 teachers in scope in 17/18 and 88% (7 out of 8) received observation grades citing them as good or better. The 12% of requires improvement lessons equates to just 1 staff member. Observations were carried out both internally and by the quality managers from the prime, RUTC. These have validated ATN’s processes and confirmed the rigour of our internal quality assurance. Tutors set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks. In most sessions observers noted innovative use of differentiation strategies and resources and excellent embedding of Maths and ICT. Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. In less good lessons, teaching is not personalised and individual targets are unclear. There is some inconsistency in stretching learning. “Learners were actively involved and engaged in various tasks throughout the lesson. ... Various activities and worksheets prepared by tutor appeared to be very fascinating and productive.” (lesson observation report, 23/3/2018)

A good level of care and support in lessons is regularly mentioned in lesson observation reports. Most learners, regardless of their background or course have very clear understanding of their goals and most importantly how to achieve them. Expert advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. In good lessons formative feedback is common. Learners are not concerned about making mistakes and build on judgements as a result. Effective use of questioning strategies along with strong formative feedback provides clear progress indicators which are reviewed regularly. “I have pleasure to be in this class. I think teaching in this class is very good” (learner comment on Mid course evaluation, FS English E2)

“The teacher was excellent and helpful.” (FS Maths E3 Mid course review, learner comments). Teaching at Functional skills Qualifications in Maths is outstanding with 99% learners achieving as a consequence of an emphasis on stretch and challenge.

This is a high of 3% for these qualifications. Functional skills in English also recorded an increase of 2%. Learner progress is successfully monitored through mid course and end course reviews. Targets are SMART and written in language accessible to the learner promoting ownership. “Feedback is constructive with SMART target setting for assessors to improve their practices.” (ESOL EV report March 2018)

ATN’s judgements are trusted by external stakeholders. EV reports acknowledge both good learner support and excellent internal assessment which not only meets but exceeds the standards set by awarding bodies. Where appropriate as an assessment model, mock exams adhere to the rigours of awarding body protocols to prepare learners for the specific mode and terms of assessment as well as interrogating their knowledge of content. “This was a good visit; well-planned and organised. All assessments sampled were accurately verified with good, constructive IQA feedback with suggested areas for progression.” (ESOL EV report March 2018)

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Consider: the extent to which students take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work; the proportion of students who benefit from purposeful work-related learning; how well students develop their personal, social and employability skills; the extent to which students feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; how well students attend learning sessions and/or work regularly and punctually.

Key strengths

- Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity.
- Good preparation for learners for successful life in modern Britain and good promotion of British values.
- Excellent impartial careers guidance to enable learners to make informed choices about their current learning and future career plans

Key areas for development

- Improve learner development by adding a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interests, celebrating special days such as employability day, etc. and ensure at least 1 enrichment activity is undertaken in course of their learning programme at ATN.
- Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing.

Evidence to support the judgements for students with high needs

- How well do students develop their skills to enhance their employability and independence in their everyday lives in real-life situations, including meaningful work experience, and how well they take an active part in their local communities? Give examples and stats wherever possible

Adult Provision

- How good is student's attendance?
- Are students confident and do they conduct themselves well, according to the requirements of the learning programme or workplace?
- Are students punctual?
- Have students developed personal, social and employability skills, as relevant to their learning programme? If so how well have these been developed?

"I love to come to class. Teacher always gives guidance to me. All classmates are good and cooperative. Classroom environment is very good" (Mid course review 7/11/2017, FS Eng Entry 2)

During their time at ATN the majority of learners become self-confident, self-assured individuals. This is evidenced through the high rates of internal progression and as well as other positive progression gained by ATN leavers. ATN provides a safe, welcoming and harmonious learning environment for people who come from a diverse range of backgrounds. ATN has created a positive, safe, secure atmosphere for learning through the promotion of equality and diversity with a widely diverse body of learners in an inclusive learning environment. Staff provide confidential one-to-one advice and support to students seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. ATN has an NCS, (National Career Service,) contract for career advice and guidance since Jul 2017. "ATN ensures that all customers who attend ATN programmes benefit from expert advice and guidance in relation to career development and progression." (Matrix Annual review report, Nov 2017). ATN underwent annual matrix accreditation review in November 2017.

Similar to previous years ATN continued to give a high priority to developing Maths, English and ICT in order to improve the employability of the students. Lesson observations and learner feedback collected on various occasions reveal that most learners agreed that the courses had helped them to improve various skills including, maths, ICT, employability. In addition ATN also helped them to improve self-confidence and boost their self-esteem.

"What would we do without ATN..."

I learned so much you don't expect under safe banner of respect
Take vague dreams and make them solid
The future brighter, becomes less horrid" (excerpts from a poem written by a learner in July 2018, FS Skills in Eng L1)

ATN ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. All SOWs and lesson plans audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. Through this learners are well-prepared for the next stage such as further training and employment. Most learners agree that they benefited from the use of employability services offered through ATN's NCS department including CV support and job interview skills development. ATN also offers work experience to its learners through the partnerships established with the local employers and charities. ATN maintains effective links with external support agencies, signposting and referring learners as necessary. "This learner was interviewed on the day. He was extremely satisfied on the programme and praised his Tutor and the rest of the team. He emphasised the fact that all staff have helped him with his employability skills and to create necessary letters needed for appropriate authorities ie Housing Benefit." (Functional Skills EV report, 8/2/2018)

ATN's current records show that majority of learners (82%) had positive progression. However, this is -2% lower than last years. There is slight decrease in progression within ATN. When 74 % of learners progressed to the next level within ATN in 2016/17, internal progression was 73% in the last academic year. Although ATN successfully established extensive employer network following on the previous year's quality improvement plans to ensure not only educational achievement but also good levels of progression into sustainable work destinations, the impact has not been evident. When 10% obtained employment in 2016/17, there is 50% decrease in the employment rate (5%) in 2017/18. In 2015/16 employment rate was just below 8%.

Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience. The behaviour of students is very good. This has been a key strength in many lesson observations. Learners have extremely positive views (99% of learners state that other members of the group were friendly and supportive). 100% of students in the learner satisfaction survey answered yes to the question "Do you feel safe and respected on your course?" Students and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to very good achievements and progression. Attendance across most subjects and levels is good at 89%. Teachers and all college staff work hard to promote a culture of high attendance. There are attendance related posters displayed in prominent areas and ATN's high expectations are reinforced through robust induction programmes. There is a common notion that college will hugely benefit from

introducing schemes such as vouchers or internal certificates for high achievements to further improve attendance and learner behaviour.

There are numerous opportunities for learners to have their voice heard using the surveys, evaluation forms, etc. which are fed back to students demonstrating the college's commitment to address to students-raised issues and concerns in a timely and effective manner. "2 S/L assessments were observed today and 1 candidate interview took place who gave excellent feedback." (ESOL EV report March 2018). As a result of high expectations from ATN's staff, most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Teachers, managers and students alike work hard to abide by the high standards expected at the College and as a result, there were no incidence of poor behaviour reported. Learners' behaviour is regularly cited as a positive feature in lesson observation reports and teachers' feedback confirms this as a particular feature at ATN.

"I like the environment of the class. Classmates always likes to help each other." (End course review 24/11/2017, FS Skills in English E2)

OUTCOMES FOR STUDENTS

Consider: how well students make progress during their programme compared with their starting points, with particular attention to progress by different groups of students; to what extent students attain their learning goals, including qualifications, and achieve challenging targets; students enjoy learning and make progress relative to their prior attainment and potential; students' progress to relevant further learning and employment; whether there are any significant variations in the achievement of different groups of students.

Key strengths

- Outstanding overall achievement rate of 92% effecting 5% rise compared to previous year.
- Outstanding pass rate for Functional skills in Maths (99%) and English (97%) qualifications.

Key areas for development

- Pass and achievement rate for ESOL qualifications require improvement. -14% fall compared to the previous year's pass rate.
- Continue to narrow achievement gap between male and female learners by improving male pass and achievement rate by 2%.

Evidence to support the judgements for students with high needs

- Do students who follow mainstream qualifications make progress and achieve, compared with all students on the same programme? If so how many?
- Do students progress into paid or voluntary employment, further learning or other activities? If so how many and give examples of where
- Do students who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment? If so how well and give examples and stats
- Are there any significant variations in the achievement of different groups of students? If so what are these and what is being done?

Adult Provision

- Do students and groups of students make substantial and sustained progress towards their agreed learning goals?
- Are Retention rates high for almost all groups of students?
- Are any gaps in the progress or retention of groups with similar starting points closing rapidly?
- Do students' progress swiftly to higher levels during their learning programmes.
- How many students complete their learning programmes?
- How many achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship, or are more independent in their personal lives or their communities?

Results have continued to improve for the majority of qualification types and levels and remain good. ATN obtained an outstanding overall achievement rate of 92 % in 2017-18, which marks 5% rise from 87% in 2016-17. In 2015 - 16 achievement was 86%. Overall and timely pass rate is 94% and compare favourably with national rates. However this is -2% lower than the outstanding pass rate of 96% ATN achieved in in 2016/17. In 2015/16 the pass rate was 95%.

In 2017-18 there were 534 enrolments on adult learning programmes. A significant majority of these enrolments were on Functional skills in English & Maths qualifications (70%), highlighting how ATN has responded to the needs of a diverse local community. 36% of enrolments (194 out of 534) were on Functional Skills in Maths and 34% (182 out of 534) on Functional Skills in English. Outcomes for these learners are outstanding and significantly above National Rates. Functional skills in Maths had the highest pass rate of 99% and Functional Skills in English had 97% of pass rate. Achievement rate for both these qualifications were 95%. ITQ qualifications also had a high pass and achievement rate of 94%. However there is also a decline in pass rate of -6% from previous years 100% for ICT qualifications. In 2017/18 achievement rate increased to 94% for ITQ qualifications, which marks a rise of 9% from year's 85%. In 2015/16 achievement rate was 97% for ICT qualifications. ATN achieved 99% of retention rate for ITQ qualifications which is 6% rise compared to the previous year's 93%. These qualifications had excellent retention rate of 100% in 15/16. Although ESOL qualifications had 100% of retention rate these qualifications had lowest pass and achievement rate of 84%. 2016/17 had much higher pass (98%) and achievement rates (90%) for ESOL qualifications.

In meeting the needs and interest of the community ATN recruits learners from a diverse range of backgrounds, the vast majority of whom achieve and make good progress. Over recent years ATN has narrowed achievement gaps and this work has now been sustained. This year Arab (16), Chinese (7), Bangladeshi (5) and learners from any other white background (19) achieved 100% pass rate. Learners from Asian background (136) had 99% of pass rate. In the previous year Caribbean learners had 100% pass rate against the 91% of learners from African background. However, Caribbean learners' (3) pass rate has declined to 67% mainly due to low number of enrolment and African learners achievement has increased by 5% and the pass rate is 96% in 2017/18.

Outcomes for both male and female learners are good. Female learners have continued to outperform male learners. However, overall outcome rate is higher than the National Rates. Female learners achieved a higher rate of 94% against the 92% of achievement rate of male learners. Although pass rate for male and female learners remained same in 16/17 in 2017/18 there was slight difference of 3%. Female learners gained a 97% of pass rate against 94% of male learners. Male learners' achievement rate has increased by 9% in 2017/18. In 2016/17 achievement for male learners was 83%.

Students enjoy and value their time at ATN. They respond positively to questions regarding their experiences. 96% of learners agreed that they would recommend courses to someone else. However, 99% had stated positively in 16/17. Results of the Student satisfaction survey remain impressive showing that 98% of learners had completed their individual learning plans against the 99% in 2016/17. Although 97% of learners stated that they had achieved their learning goals in the previous year, in 2017/18 93% agreed with this 6% stated they were not sure about achieving goals. “Tutor has used good resources to support session content and promote learning. Most learners demonstrated good awareness of their lesson targets and made good progress in meeting them.” (lesson observation report, 18/3/18)

There are clear progression routes and learners’ post-ATN outcomes are wide ranging. Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations. Audits and lesson observation reports identify that all learning programmes embedded employability skills development and learners were provided with very good career advice with the focus on developing transferrable skills. However, 12% learners do not feel that they are equipped to go into a job situation once the course is completed. 60% responded positively to the question, “Do you feel that you are equipped to go into a job situation once the course is completed?”. “1 of the 2 learners was interviewed who was very happy on the programme and was looking forward to move on to the next level.” (ESOL EV report March 2018)

APPENDICES

Curriculum Quality Improvement Plan 2018-19 (from the 17/18) SAR

Curriculum area:	Adult Skills	Date:	24/8/2018
Author:	Jojoy Varghese	Updated on	

1. Effectiveness of leadership and management (add in boxes as required)						
	Issue for Improvement / Development	Specific action(s) to be taken	By who	Completion Date	Progress and impact	Rag Rating
	<ul style="list-style-type: none"> Continue to establish stronger relationships with more employers that will facilitate learners gain work skills and employment opportunities. 	<ul style="list-style-type: none"> Arrange recruitment events Ensure at least 50% of learners join ATN's social networking sites where job vacancies are posted Continue to update job boards and provide labour market information to learners who are job ready. Continue to embed employability skills into all courses. 	Centre Manager & ATN's employability team			
2. Quality of teaching, learning and assessment (add in boxes as required)						

Issue for Improvement / Development	Specific action(s) to be taken	By who	Completion Date	Progress and impact	Rag Rating	
<ul style="list-style-type: none"> Further improve quality of teaching and learning by embedding stretch and challenge in every lesson and promoting learner autonomy 	<ul style="list-style-type: none"> Conduct refresher workshops for tutors on stretching and challenging and improving learner autonomy Observation reports to include comments on stretching and challenging and how tutors promote learner independence. 	The lead IQA				
3. Personal Development, behaviour and welfare (add in boxes as required)						
Issue for Improvement / Development	Specific action(s) to be taken	By who	Completion Date	Progress and impact	Rag Rating	
<ul style="list-style-type: none"> Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing. 	<ul style="list-style-type: none"> Enhance learner representation and conduct focus group discussions with a focus on improving overall learner development. Arrange a range of workshops in relation to healthy eating/ smoking 	Director and centre Manager				

		cessation/ prevent and promoting British values, etc. in partnership with external agencies.				
4.	Outcomes for learners (add in boxes as required)					
	Issue for Improvement /Development	Specific action(s) to be taken	By who	Completion Date	Progress and impact	Rag Rating
	Poor pass rate for ESOL qualification	Set challenging targets for ILPs Every learner's individual learning plan to be monitored and reviewed more closely and regularly.	All Tutors All Tutors			