

ADULT TRAINING NETWORK



**REPORT FOR THE PERIOD
AUGUST 2011 – JULY 2012**

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ORGANISATIONAL DETAILS

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 42866151. The Head Office is at the King's Hall Methodist Church, South Road, Southall, UB1 1RB. The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at www.adulttrainingnetwork.org.uk. The Chair of the Board of Trustees is Mr Pinder Sagoo and the Managing Director is Mr Sarjeet Singh Gill.

MISSION STATEMENT

The Adult Training Network (also known simply as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education.

One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment.

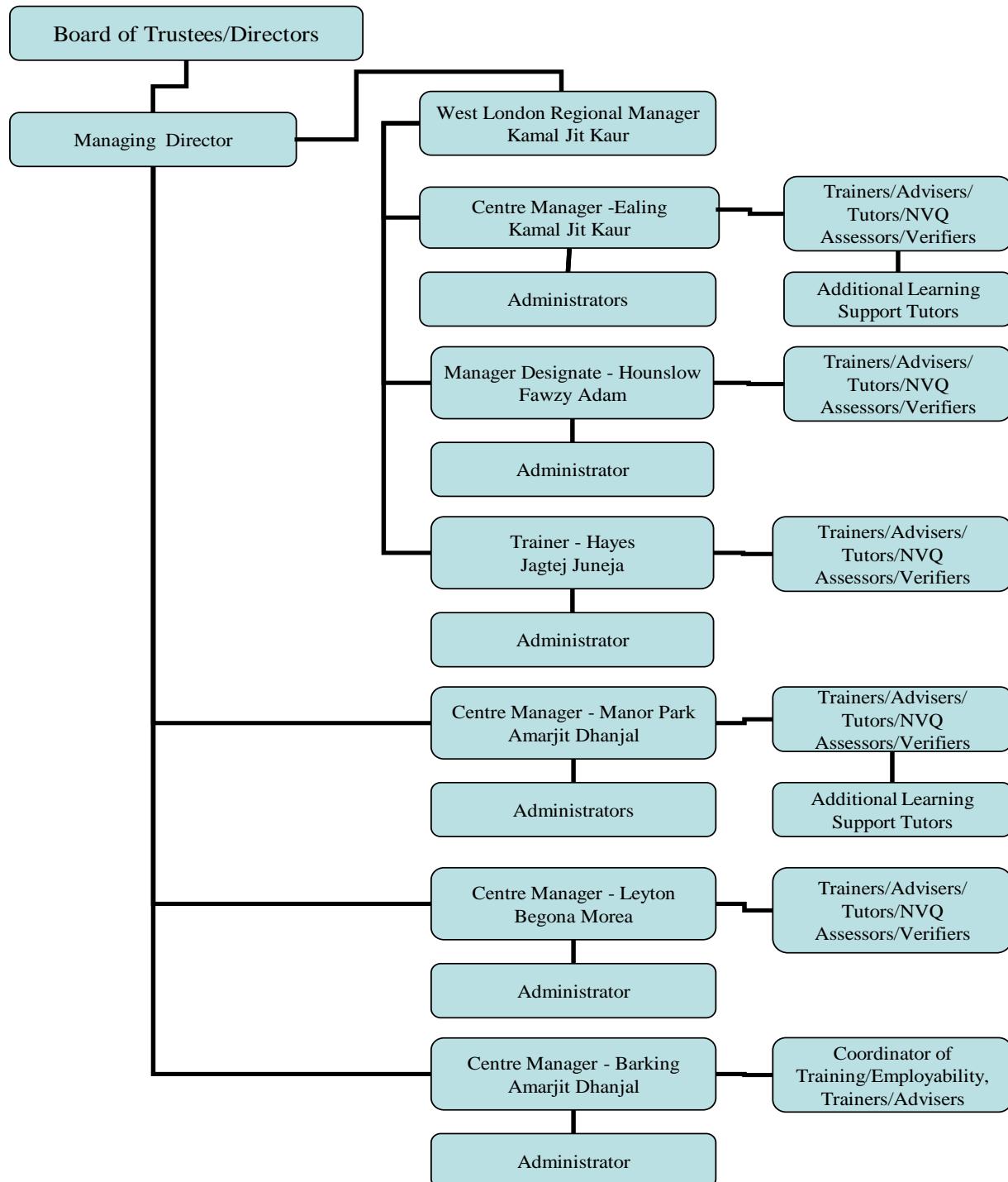
In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

AIMS AND OBJECTIVES

The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community.

- The main objectives of the educational programmes are to:
- Develop students' reading, writing, speaking and listening skills in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with Basic English for access to other college courses.
- Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ORGANISATIONAL CHART OF THE ADULT TRAINING NETWORK



TRAINING CENTRES

ATN has six delivery centres in West and East London which have operated throughout the year August 2011 – July 2012. The centres details are:

ATN Southall: King's Hall Methodist Church, South Road

Southall, UB1 1RB.

Tel: 020 8574 9588

ATN Leyton: Suite 1/4, Gateway Business Centre

210 Church Road, Leyton, E10 7JQ.

Tel: 020 8523 8774

ATN Manor Park: Manor Park Methodist Church,

Herbert Road, Manor Park, E12 6AY.

Tel: 020 8553 1133

ATN Barking: 5th Floor, Crown House, Cambridge Road,

Barking, Essex, IG11 8HG.

Tel: 020 8507 7758

ATN Hounslow: Vista Business Centre, Suite B513,

50 Sainsbury Road, Hounslow, TW4 6JQ

Tel: 020 8538 0240

ATN Hillingdon: CAMS Training Centre, Uxbridge House,

460 Uxbridge Road, Middlesex, UB4 0SD.

Tel: 020 85690563

TRAINING CENTRE DEVELOPMENTS

There has been significant investment in the King's Hall Training Centre in Southall to improve the fabric of the training centre including significant repairs to the roof and replacement windows costing approximately £30,000.

BUSINESS PLAN

AIMS

One of the principal aims of ATN is to improve the basic skills and employment prospects of disenfranchised people from the community who have little or no access to mainstream education. This primarily, but not wholly includes people from ethnic minorities and refugees. ATN will target learners from the Southall wards of the London Borough of Ealing and other surrounding areas, North London, East London and South East London boroughs. Due to the catchment areas that ATN is focusing on 70 % of our learners are from ethnic minorities backgrounds. In addition, ATN will positively promote the culture of lifelong learning leading to empowerment and regeneration of all sections of the community.

OBJECTIVES

Short term:

- ❖ To conduct educational/training courses in the subjects of ESOL/ SKILLS FOR LIFE & ICT and NVQs in a number of vocational areas to motivate and increase the self-confidence and personal capacity of members of disenfranchised communities.
- ❖ To establish more effective Job Brokerage systems with local employers and agencies
- ❖ To mentor and support learners to develop their self confidence
- ❖ To develop links with existing and new employers to support them in up-skilling their workforces.
- ❖ To provide motivational programmes, including job seeking soft skills, to enable the long term unemployed and workless learners to gain and sustain employment.
- ❖ To improve the teaching and learning environment within ATN centres, particularly at the Southall centre.
- ❖ To widen the scope of external funding, particularly within the Welfare to Work Sector.

Medium Term:

- ❖ To provide vocational guidance, counselling and advice at a general level.
- ❖ To work towards being a major provider of opportunities for people with disadvantages by removing barriers to Education, Training and Employment.
- ❖ To provide nationally recognised qualifications sought by employers and educational establishments.
- ❖ To incorporate an effective work experience placement system leading to full time and part time employment opportunities.
- ❖ To strengthen links with existing and new employers to review the effectiveness of up-skilling their workforces.
- ❖ To establish strong partnerships with Welfare to Work ‘Prime’ contractors, delivering effective sub-contracted provision.

Long term:

- ❖ To develop in-house Tutor and staff/volunteer training facilities.
- ❖ To develop outreach courses, increasing course numbers to their maximum potential in the target area.
- ❖ To further develop job placement and sustainable job opportunities in line with learner intake.
- ❖ To become a sub-contractor of choice for those ‘Prime’ contractors engaged, through effective and innovative delivery of programmes.

OVERALL AIMS AND OBJECTIVES

The overall aims and objectives are monitored closely throughout the course to ensure a successful learning environment. Management and Trainers meet at regular intervals to monitor and evaluate learners' progress and project quality and impact on the target community.

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.

Project Management and staff/volunteers are drawn from the target groups to ensure a homogenous multi-cultural, multi faith training environment.

ATN projects provide learners with basic and key skills, personal development, and self- confidence to take up job opportunities and higher vocational training in order to gain eventual sustainable employment.

QUALITY SUSTAINABLE EMPLOYMENT.

In addition to in-house Careers Counselling, Advanced Training providers, local employers are invited to periodically address learners on the training / employment pathway, allowing learners an insight into their personal development and their future career prospects.

Initial contacts are made with other Training providers where appropriate learners can progress further in their individual Training / Career Pathway through complimentary provision with these providers. These include:

- **Hammersmith & West London College**
- **West London LSC**
- **Uxbridge College**
- **Thames Valley University**
- **West Thames College**
- **Job Centres Plus**
- **Waltham Forest College**
- **Richmond upon Thames College**

ATN's projects are developed with reference to and in context with a number of important strategies and policy programmes at national, regional, sub-regional and local levels. It is designed to complement other initiatives as part of a concerted effort to address key issues of deprivation and social exclusion within the target area.

ATN's projects are designed to complement and implement the objectives of the 'Work Programme' national strategy, subject to funding.

ATN's project are designed to be consistent with Local, London Councils, Skills Funding Agency and the European Social Fund, regeneration strategies and also to compliment and support strategies for up-skilling both employed and unemployed individuals.

EQUAL OPPORTUNITIES HEALTH & SAFETY POLICIES

ATN projects adhere strictly to its Equal Opportunities Policy and operate under stringent Health and Safety regulations. All courses commence with an induction regarding the Equal Opportunities Policy, Health and Safety Regulations and other relevant policies and procedures.

PROMOTION

ATN is promoting its activities by displaying multi-lingual posters and flyers in relevant Job Centres, Offices of the Benefits Agency, local Community Centres, faith venues, libraries, doctors' surgeries, Youth and Sports Clubs backed up by campaigns on local TV/ Radio stations.

MARKET RESEARCH & ANALYSIS

TRAINING NEEDS IN RELATION TO UNEMPLOYMENT IN THE TARGET AREA

ATN will target learners and their specific educational needs by accessing training and quality employment for the following groups:

- ❖ Long term Unemployed
- ❖ Ethnic Minorities
- ❖ People needing training in English as a second language (ESOL) and IT
- ❖ People without up-to-date qualifications
- ❖ People with basic literacy and numeracy problems
- ❖ Single parents and carers
- ❖ People with disabilities
- ❖ People exposed to long term unemployment following large-scale redundancies.
- ❖ Lack of English for communication and job related purposes.

DIFFICULTIES AND BARRIERS OF THE ABOVE TARGET GROUPS WHICH NEED TO BE ADDRESSED AND OVERCOME

- ❖ Lack of Numeracy
- ❖ Skills without recognised qualifications leading to frustration
- ❖ Lack of ICT skills
- ❖ Inability to access employment due to child/family care responsibilities – trying to obtain skills to work from home.
- ❖ Racial discrimination
- ❖ Updating skills of Returnees to the labour market
- ❖ The need to add to existing skills
- ❖ The need to acquire skills relevant to the local labour market

The Ealing District Employment Service researched and identified the followed barriers to employment below for the most disadvantaged amongst the registered unemployed in the London Borough of Ealing. ATN undertakes to address the issues below and aims to both counsel, advice and assist prospective learners in recognising and overcoming these difficulties.

DISABILITY AND HEALTH PROBLEMS

- Personal disability
- Personal illness
- Low self-esteem, lack of motivation
- Disabilities
- Out-dated skills
- Cultural barriers, prejudice

EDUCATION AND TRAINING

- Lack of qualifications
- Literacy/ Numeracy problems
- English as a second Language (ESOL)
- Lack of IT skills

ATTITUDE TO WORK

- Lack of motivation
- Unwillingness to work
- Unrealistic job goals

DOMESTIC ISSUES

- Housing problems
- Caring for the sick, elderly or disabled
- Lack of childcare facilities

JOB READINESS

- Lack of work experience
- Lack of job search skills
- Unclear job goals
- Inability to market self

BASIC LIFE SKILLS

- Low self esteem
- Poor self – presentation
- Lack of personal grooming

FINANCIAL ISSUES

- Debt problems
- Unrealistic financial expectations
- Unawareness of in-work benefits

ATN has identified that in addition to suffering from major problems related to unemployment and lack of training, common to all unemployed the above issues are magnified within the ethnic minority communities thus creating barriers to successful integration.

For example, Ealing is a borough of many cultures. One in every three residents of Ealing was born outside the UK. A similar number of residents were born in the U.K of parents with their origins aboard. The ethnic minority population in the Borough of Ealing is expected to exceed 116,000 in the year 2001 and contained in the region of 78,000 people of working age. Government surveys forecast an increase of 18% by 2011 in the growth of people of working age from ethnic minority communities within the Borough, thus demonstrating the increasing need for training, career and quality employment opportunities for these target groups.

The following Southall wards in the London Borough of Ealing, Glebe, Dormers Wells, Northcote, Mount Pleasant and Waxlow have a large concentration of Asian and Black minority residents. For example the proportion of Black and Asian residents at present is recorded as 50.2% Dormers Wells, 87.4% in Glebe, 69.2% in Mount Pleasant, 84.7% in Northcote and 46.5% in Waxlow.

The three wards with the largest population increase are also the wards in the Southall area containing the largest percentage of ethnic minority community members.

Ealing has a higher proportion of single parents than the national average. 5% of all household in Ealing contain children under the age of 15 cared for by only 1 person over the age of 16, compared to an average of 4.1% in England and Wales as a whole. 94% of lone parents in the borough are women facing comparatively more barriers to seeking gainful employment than instance women in couples with children, or women without children. Lone parents and children living in households of one-parent families are particularly vulnerable to deprivation. Nationally, in 1999, the total weekly income of one-parent families was 37% of that of comparable two parent families. The unemployment rate for one – parent families in

Ealing is higher than the borough's average rate, and two thirds of one parent families in the borough are non-earning households. In Ealing around 21% of all female lone parents had full time jobs, but given that these women are likely to incur high child care costs and that nationally the average women's wage is only 63% of the average male's wage, those lone parents are at risk of considerable levels of deprivation.

Although young people are more likely than older people to be unemployed, older people tend to remain out of work for longer periods than the young. Just over half the unemployed aged 50 and over in London in recent years had been out of work for more than a year, compared with little more than a quarter of the under 25s, in comparison of all women in the UK 72% were economically active, compared to 85% of all men. However, among ethnic minorities, 55% of women were economically active compared to 73% of white women. There are also variations within the ethnic minority communities themselves. For example, for the identical measurement period 55% of all ethnic minority women were economically active and 46% were employed. However, only 17% of Pakistani women and 13% of Bangladeshi women were economically active.

In the measured period 6% of working ethnic minority women were home-workers as compared to 8% of white women. However, 9% of India, Pakistani and Bangladeshi women were home-workers. 71% of all Pakistani and Bangladeshi women were likely to be looking after family and/ or home compared to a national female average of 53%. In the same year Pakistani and Bangladeshi women earned only 68% of the average hourly rate of pay received by white women. Also, during the same year only 6% of India, Pakistani and Bangladeshi women had higher educational qualification as compared to 12% of the white women.

Unemployment rates are higher for the ethnic minority population than for the white population. All ethnic minorities except the Chinese communities experience higher levels of unemployment than white residents, varying from 1.8 to 3 times higher than white residents.

TRAINING NEEDS IN RELATIONSHIP TO EMPLOYER'S REQUIREMENTS

The UK computer market was worth £8.9 billion in 2006; 52% of the market relates to application software whilst 48% relates to systems software. The UK computer hardware market grew by 3.9% in 2005 to reach a value of £8.7 billion; 71% of the market relates to personal computers. The UK internet market grew by 4.1% in 2005 to reach a value of £4.3 billion; in terms of market volume the UK internet market grew by 8.1% in 2005 to reach 35.8 million internet users. .

Skills shortages continue to present problems for logistic companies both in trying to recruit and retain staff. These concerns regarding present day shortfall in IT training are not restricted to only the IT industry itself. In a recent survey of 500 UK companies, 60% of large companies, 39% of small to medium sized companies and 52% of small enterprises reported that they felt that their employees had insufficient IT skills. IT Press (5/200) reported that IT connected advertised job vacancies in the period from December 1999 to March 2001 rose by 57% compared to the same period the previous years. Recent interviews with recruitment agencies and job centres confirm the general picture presented by the firms in the FOCUS in Central London.

Further, interviews in the trade press showed that recruitment across the sector continues to reach unprecedented levels and shows no signs of abating. Demands range from basic support roles through to project directors, reflecting increased business activities and confidence in the economy.

Of those employees in the West London workforce who report a gap between the skills they possess and which are required by them at the workplace, 53% identified Computer / Information Technology skills as their key skill deficit.

Information Technology is now considered by most to be a Basic Skill. As IT has permeated more work activities, a basic level of IT competence has become a requirement of most employers and employees.

West London – A Global Business Centre, West London Leadership; Strategic Development Framework notes that West London “is the heart of the UK’s largest concentration of information Technology (IT) activity, and is one of Europe’s leading IT centre.”

A project report for Business Link London West (“Reaching out to Ethnic Minority Growth Business”) noted that the West London area has a large and prosperous Asian business community with strong traditions of trading, mutual help and family financial support. This group is experiencing organisational changes in moving away from the sole trader retail sector into managed business in the service and production manufacturing sectors. Asian enterprises are the most mature and expanding ethnic minority business fraternity in West London and have the potential to grow and diversify using local business support services.

ATN has also undertaken research amongst local SMEs in Tower Hamlets and Newham recently in the 2006/2007 period across a range of sectors e.g. Hospitality, Apparel, Catering and Administrative. The overwhelming message which was coming across was the lack of basic skills in English, Numeracy and ICT. Further skills gaps were also identified in Health and Social Care, Administration and Food Safety in Catering.

ATN is now embarking on its objectives of meeting these skills shortages clearly identified through external research and ATN’s own labour market findings.

ATN’s Business Plan is coming to the end of the 5 year cycle and a new five year Business Plan will be developed for 2013 – 2018.

ATN'S LOCAL EMPLOYER NEEDS SURVEYS

ATN has conducted market research at Heathrow Terminals 1, 3, 4 and 5 and also along the hotels based along the Bath Road, identifying main qualifications, experience and skills required by the employers. By identifying this information ATN will be able to pitch its provision accordingly.

Summary: ATN is ideally located in the heart of Southall with excellent transport links to Heathrow Airport. The area is well serviced by buses 105 and 482 which provide potential employees good means of transportation to Heathrow directly. Out of 32 employers interviewed, 68.8% desired a qualification in Customer Services, 62.5% in Basic Food and Hygiene, 34.3% in Basic Health and Safety, 22% in Literacy, 10% in Retail and 6% in Numeracy. Of relevant experience required, 9.3% wanted employees with experience of Retail and 68.7% with experience of Customer Services. Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order); Working under pressure (100% of respondents strongly desire this), Standing (99.4%) , Patience (98.1%), Good Listening and Showing Initiative (97.5%), Customer Service and Team Work(96.9%) and Punctuality (95.6%). Interestingly, Numeracy skills (85.6%) are more in demand than Literacy skills (83.8%)

The market research was conducted within the retail and food and drinks sectors thereby indicative of the concentration of employers within Heathrow Airport and its vicinity. The full analysis is in Appendix E.

HOUNSLOW BOROUGH ANALYSIS

Hounslow's overall resident population is 43% BAME

London Borough of Hounslow			
JSA Claimants	Economically Inactive claimants	Proportion of claimants Unemployed	Proportion of claimants Economically Inactive
5129	12971	28%	72%

Located in outer west London, adjacent to Heathrow and intersected by many of the major transport routes into the capital from the south and west, Hounslow functions as a gateway to London. These factors have led to an economy influenced by the airport and served by concentrations of commercial and industrial activities in the Borough's town centres and along the road, rail and waterway routes through the Borough. The Council encourages entrepreneurship and business growth and seeks to ensure Hounslow remains an attractive location for business, which can contribute to the growth of the local economy. The presence of major providers of Higher and Further education in the Borough greatly assists in this respect.

Hounslow is a diverse borough culturally and also economically. Industrial and commercial land in the western part of the Borough is dominated by airport related logistics, construction and service industries including hospitality and catering. The West area, together with Heston and Cranford, contains close to half the Borough's identified industrial and commercial estates, including the strategically important North Feltham Trading Estate. Other large industrial estates can be found off the Great West Road in Brentford, with smaller local estates in the Central Hounslow and Isleworth area.

Elsewhere in the Borough, where the airport has less of a direct influence, there have been signs of restructuring in the wider economy.

The Borough's four town centres – Hounslow, Chiswick, Brentford and Feltham, plus Chiswick Business Park, the Great West Road and Bedfont Lakes are the Borough's existing office areas. Hounslow and Feltham town centres have undergone significant redevelopment and the Council is currently facilitating the regeneration of Brentford. Chiswick Business Park, close to Chiswick town centre, has developed to become one of the strongest locations for office lettings outside central London. Whilst the business park at Bedfont Lakes and offices on the 'Golden Mile' have traditionally been key office locations, the relatively low levels of access by public transport means these locations are not sustainable alternatives to town centres and Chiswick Park. Changes of use are now a feature on the 'Golden Mile' as a number of vacant employment sites have been subject to interest from developers for major residential led mixed-use developments.

In terms of its labour force, the Borough's economy supports approximately 121,400 jobs (Annual Business Inquiry Employee Analysis, 2005) and has an economically active resident population of 117,100 (Annual Population Survey, July 2005 – June 2006). Service industries account for 92.5% of jobs in the Borough, the majority of which are in finance, IT, other business activities and distribution, hotels & restaurants.

The number of employment opportunities is projected to grow by a further 15.2% between 2006 and 2026, creating an additional 19,900 jobs (GLA Outer London: Issues for the London Plan 2007). It is likely that the

majority of these jobs will be in the business and service sectors, based on employment trends at a London and West London level. Note, the Council has reviewed the ONS data and is questioning the accuracy of this. The Council considers the ONS population figures to be an underestimate of the Borough's existing population.

Hounslow has relatively low unemployment for London, but, as elsewhere, particular groups (e.g. some ethnic minorities, lone parents and people with disabilities) experience significantly higher unemployment levels. Another distinctive feature of Hounslow's labour force is the disproportionate number of people with low qualification levels (particularly amongst those in the west of the Borough). This may in part reflect the number of low skilled jobs in the local economy, of which the principal driver is Heathrow Airport. The low level of skills amongst residents has a number of implications. There is an immediate effect in that take home pay and household incomes are low. This was highlighted in the GLA Economics Current Issues Note 14 Patterns of low pay in London (March 2007), which states that low pay is concentrated in outer London with particular reference to Hounslow (16,200 people).

In the longer term, if, as is likely, the need for low skilled jobs diminishes through productivity gains and growth in higher skilled "new economy" jobs, there will be higher unemployment and a less competitive local business base. Furthermore, many of the existing employment opportunities and skill shortages are already in higher skill areas. As explained in later sections, the Council is seeking to develop the skills and knowledge of its residents, providing the opportunity for people to reach their full potential. Through enhancing choice and access, the Council wishes to inspire and create a workforce with the ability to meet the needs of businesses locating in the Borough.

Another related aspect of employment is that Hounslow has relatively low levels of entrepreneurship, reflected in levels of business start-up that are low by London standards. Again, this is particularly the case in the west of the borough. The provision of affordable workspace on flexible terms for small to medium sized companies could provide for more local entrepreneurship and innovation and contribute to the health of the local economy

Airport related employment accounts for approximately 20% of the Borough's employment as far as it is possible to determine. In addition, many blue chip and smaller firms are attracted to Hounslow by its convenient location between the airport and central London.

GEOGRAPHICAL TARGETING/HOUNSLOW WARD SEGMENTATION

Heston and Cranford Area Profile

Heston and Cranford: 'At a glance'



Wards
Cranford
Heston West
Heston Central
Heston East

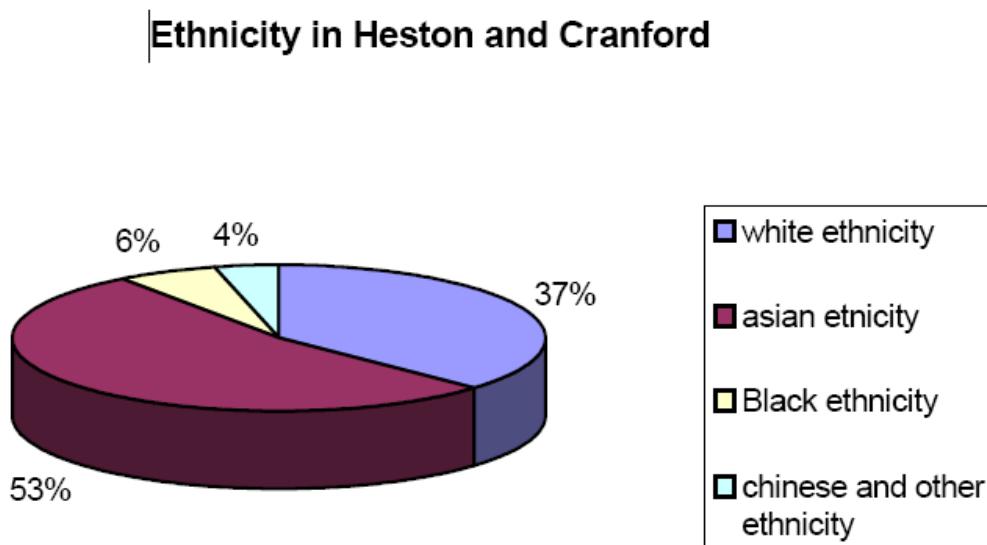
Heston and Cranford area also experience pockets of localised deprivation particularly in terms of housing and low incomes. This is not reflected in the indices of deprivation, which are based at ward level. As a result

Government funding is no targeted to these areas unfortunate polarization of young people within the borough, central Hounslow having large South Asian and Somalian communities, whilst the wests of the borough, areas like Feltham are predominantly white.

The total population of Heston & Cranford area is 44,047 (2001 ONS Census) □Heston and Cranford have the highest proportion of non-white resident compared with any other area (63%). The area has the highest proportion of Asian residents, 53%.

Ethnicity in Heston and Cranford

Source: ONS 2001 Census

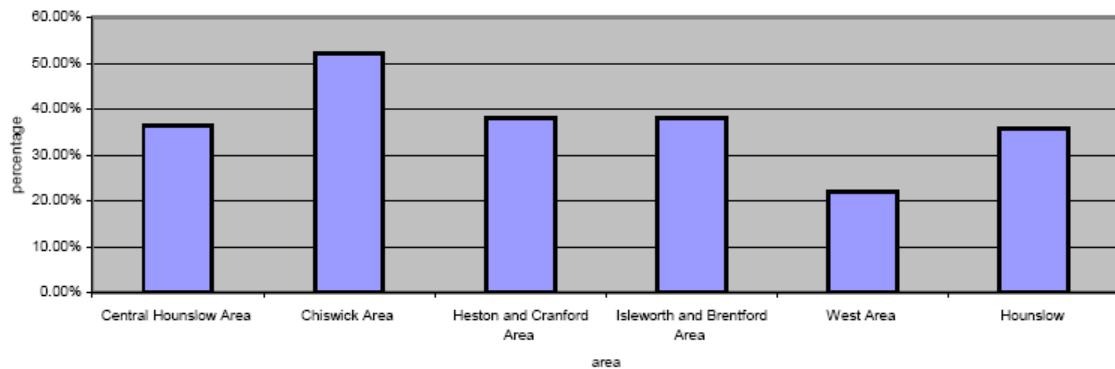


The area also has the highest proportion of young people (between 0-19 years), in the borough 28.9%, 65% of residents feel that their area is a place where residents respect the ethnic differences between people, this is higher than the borough average of 61% (BMG Residents Panel Survey 2005)

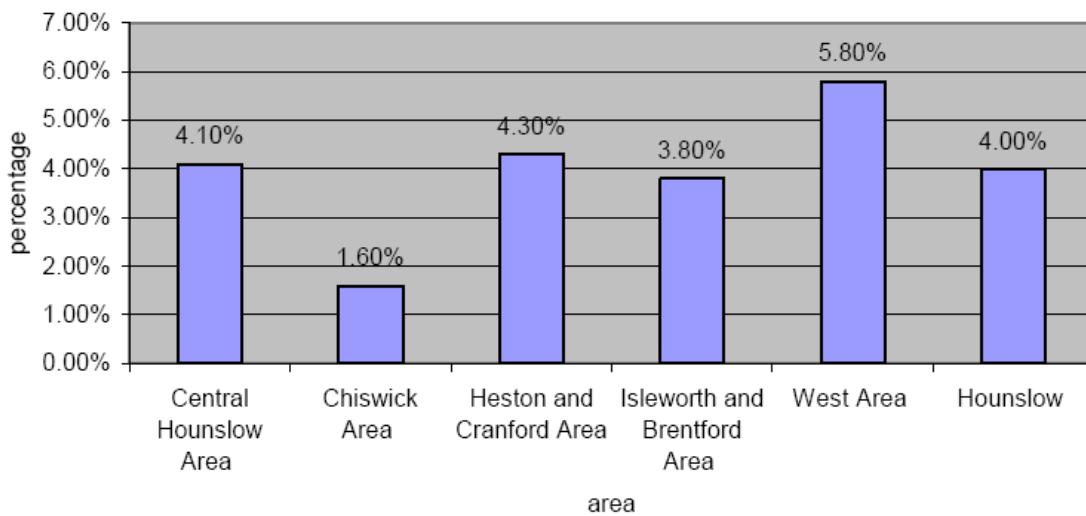
Over half the residents questioned in 2006 stated the main reason for living in the Heston and Cranford area was that they had always lived in the area and family and friends (BMG residents Panel Survey 2006)

Heston and Cranford residents identified a lack of local services and low pay to be serious problems in their area (BMG Residents panel survey 2006)

38.2% of young people aged 18-25 are enrolled on an undergraduate or postgraduate course. This is higher than the borough average of 35.9%



Percentage of people aged 16-19 in employment by area committee



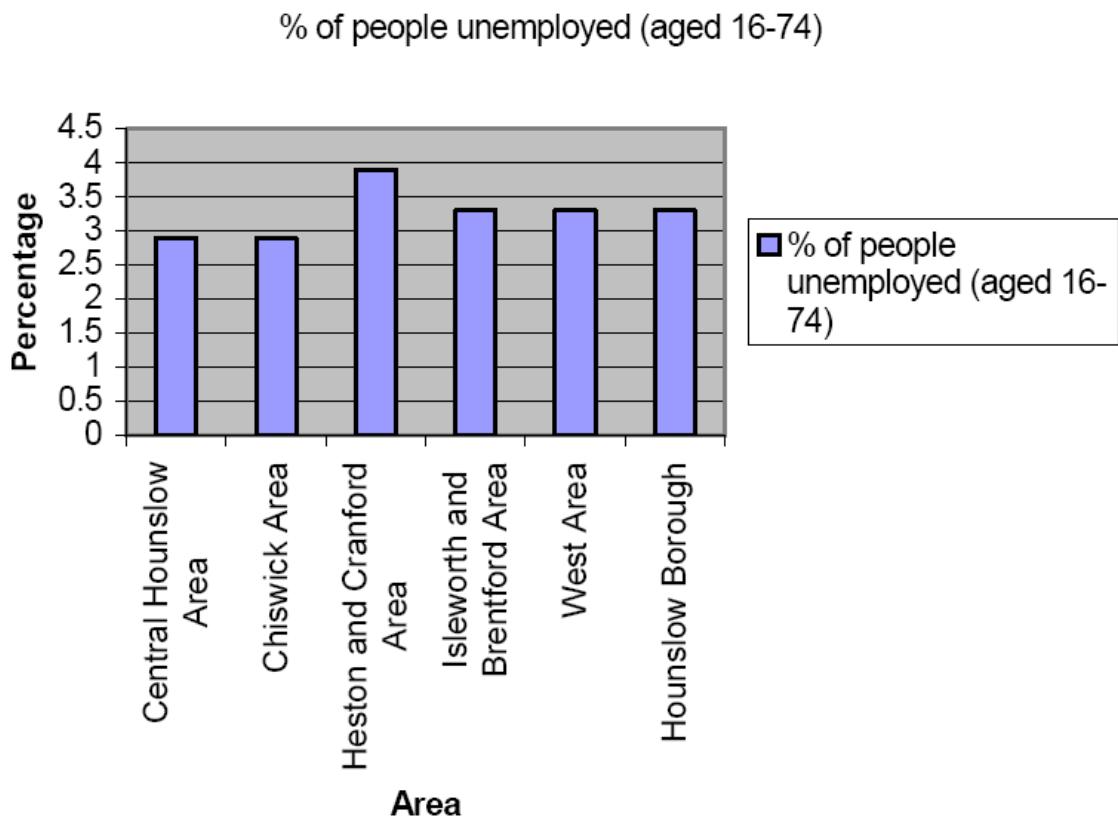
Percentage of people aged 16-19 in employment by area committee

Source: 2001 ONS Census 4.3% of young people aged 16-19 are in employment, this is above the borough average.

ATN has carried out and will continue to meet the needs of the hard to reach in the Heston & Cranford wards by mentoring people who live in small pockets of deprivation within the ward which include large housing estates such as **The Beavers Estate / Redwood Estate (Cranford Ward 0 and Wheatlands Estate/ Convent Way (Heston East)**

ATN has gained the support of various businesses with regards to work placements and sustainable employment based at the Vista Business Centre as well as the Beavers Community Centre who have maintained links with ATN in referring clients from the Beavers Estate/ surrounding ward areas for ESOL, LITERACY, SIA SECURITY, ICT and Employability courses.

ATN has also maintained strong links in terms of Out Reach with the Brabzon Community Centre Forum who administers and supports clients from both the Wheatland and Convent Way estates based in Heston East. The housing estates target audiences in this particular ward are those who are from workless families, and importantly long term unemployed. ATN also recognizes that the majority of people living in Heston & Cranford Wards are those of different ethnic backgrounds where there would be ESOL/ LITERACY Needs.



Percentage of people unemployed aged 16-74 by area

Source: 2001 ONS Census

Heston and Cranford has a highest rates of unemployment amongst people 16-74 years.

West Area Profile

West Area: 'At a glance'

Map of the borough highlighting West Area

Source: London Borough of Hounslow

The West is one of the largest areas geographically. The area lies just south of Heathrow Airport, on the fringe of West London.

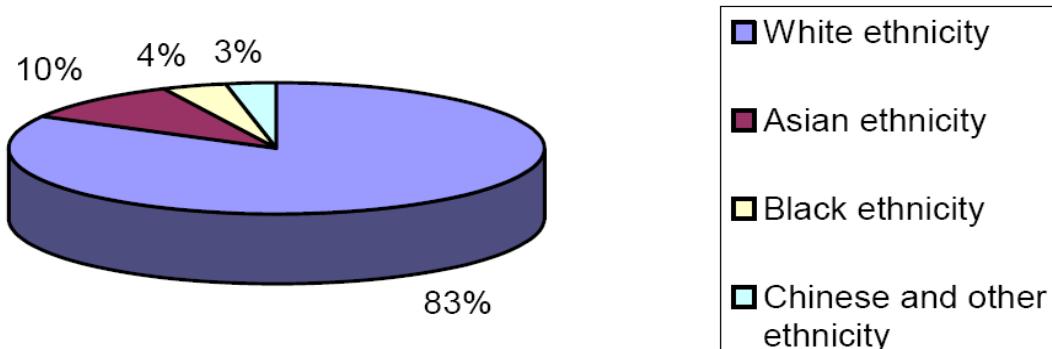


Wards
Bedfont
Feltham North
Feltham West
Hanworth
Hanworth Park

Map of the borough highlighting West Area

Source: London Borough of Hounslow

Ethnicity in West area



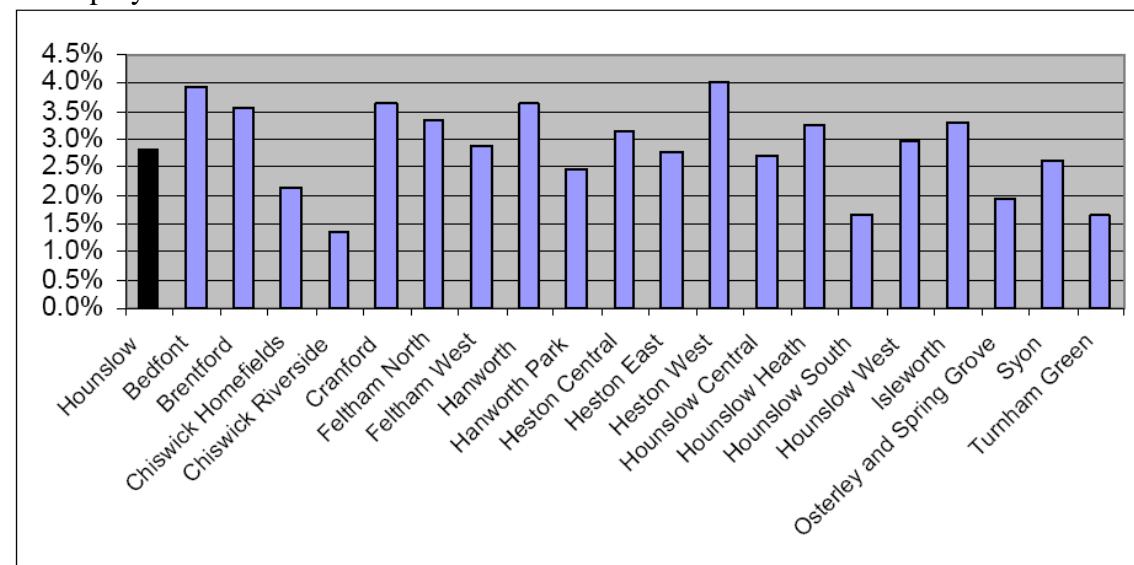
Ethnicity in West Area of Hounslow

Source: Census, ONS, 2001

Hounslow as a borough has a rich and vibrant cultural mix. The West Area has a large proportion of White ethnicity, 83% (Census, ONS, 2001).

Socio-economic information

Unemployment claimant estimates 2007



Source: Labour market survey, Taylor Associates, 2007

Unemployment is varied across the borough. Most recent figures estimate that it is at its lowest in Chiswick Riverside Ward and at its highest in Heston West and Bedfont.

Specialist industries dominate the West economy, accounting for around 62% of local jobs. Most of the specialist industries appear to be linked to Heathrow.

1 in 3 jobs in the West Area (about 9,000) are directly related to Heathrow

(West Area Study, 2005).

Significant pockets of deprivation exist within ward boundaries in smaller geographical areas. These smaller areas are named Super Output Areas

(SOA) and are shown on the map below. As the range of data available for the borough at this level is much smaller, these need to be considered using the indices of multiple deprivation. These indices cover 7 domains of deprivation including income, employment, health deprivation and disability, education skills and training, barriers to housing services, the living environment, and crime. Across all the domains, 3 of the 139 SOAs in Hounslow are recognised to be in the worst 10% in England and this fall within Feltham West, Hanworth and Isleworth. Similarly, 3 areas in Hounslow (again in Feltham West, Hanworth and Isleworth) are in England's most deprived 10%. 22 areas are in the country's 40% least deprived.

Multiple deprivation in Hounslow is below the national average, with Hounslow ranking 102nd out of 354 districts in England, 17th out of 33 London boroughs, and 7th out of 20 Outer London boroughs (where first is the most deprived).

Ranking of SOAs in Hounslow Borough by Index of Multiple Deprivation 2004

Source: Indices of Deprivation, ODPM, 2004

Around 25% of Hounslow's 90,000 homes lie in the West Area (West Area Study 2005). 28% of the housing stock in the West Area is social housing, slightly above the regional average. This stock is concentrated in Hanworth Ward, where it accounts for 37% of homes (West Area Study 2005).

Pockets of deprivation with the West Area ward are especially Council Housing Estates which include. **The Butts Farm and Oriel Estates (Hanworth Ward)** and the **Sparrow Farm Estate** based in **(Feltham North Ward)**

The Council Estates mentioned have experienced a high level of drug crime, long term unemployment, lone parents/ ESA Claimants and those from Workless Families.

ATN recognises that the West Area ward has the majority of White ethnicity in the whole Borough and has mentored clients to seek employment opportunities in retail, Logistics, Food & Hospitality and Security, rather than JUST Soft Skills training such as ESOL & LITERACY,

ATN has established close links with an organization such as Each Hounslow who have a strong understanding in giving advice and guidance to a large number of clients who fall within this ward with drug, alcohol, ESA and long term unemployment issues. They have always supported ATN with referring these type of client groups on employability training courses.

ATN Out – Reach activities will include engaging the Butts Farm Estate Community Centre/ Support Forum who have set up an Advice & Guidance Information Centre to help residents who are classed as Asylum seekers/ refugees or from other BME communities living on the estate who would benefit from **ESOL, LITERACY** and other basic skills training that ATN provides in order to enable them to be job ready.

Isleworth and Brentford Area Profile

Isleworth and Brentford: 'At a glance'



Wards
Osterley and Spring Grove
Isleworth
Brentford
Syon

Map of the borough highlighting Isleworth and Brentford Area

Source: London Borough of Hounslow

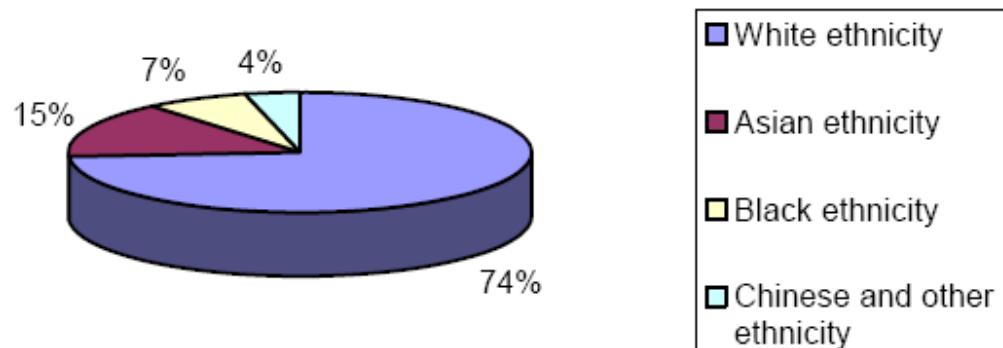
Brentford has been long associated with industries such as tanning and gas, whilst in the past; Isleworth was renowned for its orchards and market gardens. Bordered by the River Thames, today the area has a varied natural and built environment, containing many listed buildings: the Syon, Osterley and Gunnersbury estates, the Grand Union Canal and open spaces. The area has long been a major employment area, firstly with the development of heavy industry around the docks and riverside, and more recently with the development of a number of key retail and employment sites such as Brentford High Street and the Great West Road, the latter an employment site of some importance for the borough and London as a whole.

Isleworth and Brentford: The people

The population across the borough is expected to grow over the lifetime of the Area Plan.¹ the total population of the Isleworth and Brentford area is 41,659 (Census, ONS, 2001).

Hounslow as a borough has a rich and vibrant cultural mix. Isleworth and Brentford has a high proportion of White ethnicity (74%) and a proportionately low Asian population (15%) when compared to the borough average (35% BME). Encouragingly, 60% of residents surveyed agree that their area is a place where residents respect ethnic differences between people (Residents Panel Survey, BMG, 2005).

Ethnicity in Isleworth and Brentford



Ethnicity in Isle worth and Brantford area

Source: Census, ONS, 2001

70% of residents surveyed are satisfied with their area as a place to live (Residents Panel Survey, BMG, 2006). 44% of residents surveyed cited affordable housing as the principal reason for living in the area (Residents Panel Survey, BMG, 2006).

Areas of deprivation that fall within this ward are large Council Housing Estates which are the, **Ivy Bridge Estate (Isleworth Ward) and the Green Dragon Estate (Brentford Ward)**,

ATN have and will continue to forge close links with the Local Community Link Centre which is based on the Ivy Bridge Estate to help local residents with Basic Skills and Employability needs.

Hounslow Council and the Job Centre Plus have helped ATN interact and engage local residents from the Green Dragon Estate through direct referrals.

COMPANY ACCOUNTS:

The company accounts were audited to the year end in September 2012 by Chartered Accountants and Registered Auditors Rehncy Shaheen of Greenford Road, Middlesex. They concluded that the financial statements give a true and fair view of the state of the charitable company's affairs as at 30th September 2012 and of its surplus for the year then ended and have been properly prepared in accordance with the Companies Act 1985

STAFFING ESTABLISHMENT:

The staffing level at the beginning of August 2011 was forty seven and at their peak in June 2012, ATN employed seventy one members of staff. The increase in staffing level was mainly due to the additional work generated from our delivery contracts, especially the termly intake of sessional tutors for RUTC and WFC programmes. The staffing levels were stable for the period from September 2011 to April 2012 which averaged 56 on a monthly basis. The additional work from RUTC and WFC was taken on board from the new term starting May 2012 which resulted in a sharp increase in staffing level of 14% and further 6% increase in June 2012. There was an overall increase of 49% in the staffing from the beginning of August 2011 (47 staff members) to July 2012 (70 staff members). ATN's staff establishment reflects the ethnic composition of the area and the learner intake with 77% of staff from the local Black, Asian, and Minority Ethnic (BAME) communities.

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 100 training opportunities (both external qualifications and training courses and internal training workshops) as part of their continuing professional development. A Staff Performance Management Scheme is in place, as part of the staff appraisal process, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate additional qualifications. The qualifications started/achieved were:

Qualification/Training	Level	No. of Staff	Qualification/Training	Level	No. of Staff
Internal Verifiers Award	4	2	PGCE	7	1
Assessor Award	4	2 (1 working towards)	ECDL Advance	3	1
In house Tutor's training including some or all of – Schemes of Work, Lesson Plans, ILPs, CER, Mid-point reviews, End of course paperwork, Conduct of examination City and Guilds		38	NVQ in Business and Admin	2	2
In House Administration Training	–	6	PTTLS	3/4	2
In House Additional Learning Support Training	–	3	Assessors Award	4	3 (1 working towards)
Certificate in Business Administration	2	2	ACCA	4	2 (working towards)
Job Search Support External Training		4	AAT (Diploma in Accounting)	4	1
QTLS	7	1	Emergency First Aid at Work	-	1
Assorted External Training Workshops	-	27	Health and Safety at Work	2	2

PARTNERSHIP AGREEMENTS:

During the year informal partnership agreements continued between the Adult Training Network and strategic and delivery partners such as Job Centre Plus, West London Working, Ealing Council, local faith venues and local colleges. New partnerships have been consolidated with A4e to deliver the JCP Support Contract in West London and further partnerships with Ingeus have been developed to support the delivery of the West London Sustained Employment Project (WLSEP) which commenced in Sept 2010. ATN is also sub-contracting from Reed in Partnership and Ingeus to deliver the Work Programme in West London and A4e to deliver the Job Centre Plus Support Contract. The Work Programme is focussed on moving clients into sustainable jobs whilst the JCPSC has a focus of moving closer to the job market. ATN has also built strong employer engagement links with local and national employers which has ensured that many of our customers have moved into sustainable employment. ATN will continue to seek partners, particularly within the Welfare to Work sector and with the Skills Funding Agency, where ATN would hope to sub-contract to Prime Contractors.

ACCREDITATION:

The Adult Training Network is accredited by OCR (Oxford Cambridge and RSA Examinations) and the C&G (City and Guilds) for all Skills for Life qualifications including Literacy, Numeracy and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2. These include options for both paper-based and on-line testing.

Computer qualifications are accredited with OCR for NEW CLAIT and CLAIT PLUS and with The British Computer Society for the European Driving Licence (ECDL) at Level 1 and Level 2.

Other vocational qualifications are accredited by the NCFE and the EDI.

ATN is now accredited to offer the following portfolio of qualifications:-

- C&G Certificate in ICT Skills for Life
- C&G Certificate in ESOL for Work
- C&G Level 1 Certificate in Administration
- ILM (Level 2)
- Book keeping and Accounts
- C&G Level Certificate in Door Supervision (Level 2)
- Certificate for Deliverers of Conflict Management
- NVQ Level 2 in Accounting
- NVQ Level 2 in ITQ
- NVQ Level 2 in Providing Security Services
- NVQ Level 2 in Retail Skills
- NVQ Level 2 in Hospitality
- NVQ Level 2 in Health & Social Care
- NVQ Level 2 in Customer Services
- Food Safety in Catering (Level 2)
- Award in Food Safety (Level 1)
- Award in Retail Skills (Level 1)
- Award in Preparing for Employment (Levels 1/2)

ACTIVITIES AUGUST 2011 – JULY 2012

In the year 2011 – 2012 ATN offered a variety of projects and courses from six locations across London, for four different organisations.

Richmond upon Thames College:

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, Cams Training Centre, Hayes, Middlesex, and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2011 to August 2012.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3); Numeracy (Entry Level 1 and Entry Level 2); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 990 enrolments up from 903 for 2010-2011(an increase of 9.6% from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 454 for Basic Skills (SfL including ESOL) (an increase of 57 (14.9%) from 2010-2011 and following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009.

In the year 2011-2012, there were in total for both Southall and Hounslow 437 ESOL enrolments (44.1% of total enrolments), 113 Literacy enrolments (11.5%), 9 Numeracy enrolments (1%) and 431 ICT enrolments (43.5%).

In 2011-2012 the Full Success Rate percentage for Basic Skills (ESOL, Literacy, Numeracy and ICT) is anticipated to be 89.70% which is marginally higher than 88.98% in 2010 -2011. In 2010-2011 the Full Success Rate percentage for Basic Skills of 88.98% had slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007

Between April and June 2012, attendance was 82% cumulatively for all courses across the Southall and Hounslow Centres which is 3% below the benchmark national average, although it may be an acceptable % for adult learners.

The punctuality rate between April and June 2012 was 98% which appears to be a very good punctuality rate although no additional data for comparison is available.

All ICT, ESOL and Adult Literacy groups were offered ALS support as in previous years resulting in excellent retention (93.23%) and projected success (89.70%) rates.

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into

meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the Southall project has been delegated to the Centre Manager of ATN.

In the period September 2011 – August 2012, In Ealing (ATN Southall) employed twenty members of staff who served the ESOL programme, a Centre Manager, three full time and four part time ESOL Tutors, three part time Additional Learning Support Staff, one Network Engineer, two Financial Coordinators, three full time and one part time Administrator and two part time Cleaners. In Hounslow (ATN Hounslow) there were five members of staff employed, a Part Time Manager, one Full Time ESOL Tutor, two Additional Learning Support Staff and one Administrator. This is a 7% decrease in the number of ESOL staff in 2011-2012 compared with 2010 -2011, due to the fact that termly tutors have been re engaged more often than in the previous year.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to ESOL courses for 2011/2012, there were 437 enrolments with 388 (88.79%) retentions. There were 372 full achievements (95.88%) with a percentage Full Success Rate of 85.13%.

With specific regard to ICT courses there were 431 enrolments with 425 (98.61%) retentions.

There were 406 full achievements (95.53%) and 13 Partial Achievements (3.06%), with a percentage Full Success Rate of 94.20%.

With specific regard to Literacy courses there for 2011/2012 there were 113 enrolments with 102 (90.27%) retentions. There were 102 full achievements (100.00%) with a percentage Full Success Rate of 90.27%.

Waltham Forest College:

The Adult Training Network (ATN) has conducted courses in ESOL – Skills for Life in collaborative partnership with Waltham Forest College. ESOL courses spanning a range of abilities from Entry 1 to Entry Level 3 were conducted at the Gateway Business Centre (Leyton), Manor Park Methodist Church (Manor Park) and Crown House in Barking. All ATN Centres are easily accessible, located at the heart of each community with nearby public transport links. Some Learners took a Full Entry Level qualification at the appropriate level and others took the Speaking & Listening component. A total of thirty-seven ESOL courses were undertaken over the three terms in the academic year September 2011 to July 2012. This is one more than in the previous year.

ATTENDANCE: The attendance rates continue to reflect the previous trends, but there has been some reduction in the percentage of attendance by 7.5% which is 75% cumulatively for ATN Manor Park (72%), Barking (75%) and Leyton (78%). There have been a number of contributing factors, including public and school holidays and adverse weather. However, current attendance rates have recovered to the previous levels. Many of the courses have single figure enrolments and as a result individual learners account for a significant percentage each.

PUNCTUALITY: Current punctuality of 91% continues to reflect the previous trends. With many new courses starting this term, and many new learners, it is expected that the punctuality rates will continue to increase over the rest of the year. The setting of ground rule and punctuality has been re-visited by all tutors.

ATN Leyton

Current overall punctuality for ATN Leyton sits at 93%, for the morning, afternoon and evening provision, which is 1% lower than last term. However, due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will recover to the previous level and may even improve.

ATN Manor Park

Current overall punctuality for ATN Manor Park indicates an overall 88% an increase of 2%, for both the morning and afternoon provision. This is due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will be maintained and may even improve.

The highest punctuality is 93% for and the lowest punctuality has improved from 68% to 80%.

ATN Barking

Current punctuality levels are very good with 2 out of the 3 courses showing a rate of 98% or above showing that there is very positive interaction between learners and teachers and learners are eager to progress with their learning.

The overall recruitment for the year was 387 learners. Leyton 159 (41.1%), Manor Park 180 (46.5%) and Barking 48 (12.4%).

RETENTION: There are 37 withdrawals from 387 recruitments, which is an overall retention rate of 90.4%. For the ‘Completed’ Courses there were 26 withdrawals from 191 recruitments (86.4% retention) and for the ‘Ongoing’ courses 11 withdrawals from 196 recruitments (94.4% retention).

ATN Leyton

During the year there were 11 withdrawals from 159 recruitments (Overall 93.1% retention).

ATN Manor Park

During the year there were 26 withdrawals from 180 recruitments (Overall 86% retention).

ATN Barking

During the year there were no withdrawals (Overall 100% retention).

SUCCESS: Overall for the year there was an 88.6% success rate.

ATN Leyton

During the year ATN Leyton had an overall success rate at 92%, for the morning, afternoon and evening provision.

ATN Manor Park

During the year ATN Manor Park had an overall success rate at 83%, for the morning, afternoon and evening provision.

ATN Barking

During the year ATN Barking had an overall success rate at 98%, for the morning, afternoon and evening provision.

PROGRESSION: The vast majority of learners (51.09%) progressed into Further Education; this shows a 4.0% increase from the previous year's figure, in many cases progressing to the next level of ESOL within the organisation. As a combination of all the employment outcomes (Full-Time, Part-Time and Self-Employed), 9.4% of learners progressed into employment (7.9% into Full-Time, 0.9% into Part-Time & 0.6% into Self-Employment), this was a decline overall of nearly 12.9% but may be explained by the significantly higher 'Unknown' 21.3% a significant increase of 17.4% from the previous report.

For the coming academic year, ATN has undertaken to reduce the number of instances where learners' progression routes are unknown by utilising links with the local community to further boost employment outcomes. A tracking procedure for these customers has now been implemented and it is expected this number will significantly fall by the end of the year report. Previously 14.5% of learners stated their progression route was to remain unemployed, this has now reduced to 9.0% and shows that the skills and confidence developed through studying with the ATN will provide a firm foundation from which to progress.

QUALITY: The ATN is committed to continuously improving and maintaining best practices and as in previous years all learners have completed the WFC Induction checklist, taken an initial and diagnostic assessment as well as completing all the relevant paper work to maximise and enhance the student's learning journey. (ILPs, tutorials, mock exams)(Refer to November box).

Tutors' lessons are varied, learner focused and include a variety of different teaching styles and approaches so as to engage learners with different learning preferences. In addition, ATN tutors also have the ability to build good rapport with the learners and to create a friendly and supportive and inclusive atmosphere to support learning.

Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress.

Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress. ALS Support has been introduced at ATN Barking and this has enhanced the Teaching and Learning experience together with additional one to one support for differentiated learning for amixed ability group. ATN is also conducting an outreach ESOL programme at the Leys and Marsh Green Children's centres in Barking and Dagenham for single parents, again with ALS support. The course has also benefitted

parents due to the fact that there is local access to childcare facilities at the learning sites. One formal observation was carried out by the Curriculum Manager in March of WFC this term. However, feedback from previous sessions has been taken on board and it is expected that ATN's staff will improve upon last academic year's performance.

LEARNER SATISFACTION: The ATN carries its own internal survey so as to gather information on the learners and acts on the learners' views when possible. For example, some learners made complaints about the poor condition of the toilets in Gateway Business Centre. This has been resolved as the toilets used by the learners have been completely refurbished. Likewise, acting on the learners comments, the ATN Manor Park toilets are in the process of being refurbished. This issue has been taken up with the church steward and is awaiting resolution. ATN is actively looking for alternative premises if the infrastructure issues remain unresolved by the start of the next academic year.

Some of the positive anecdotal comments made by learners at Manor Park are as follows:

One group of learners confirmed that:

Our teacher is very good. She explains everything nicely. We understand quickly then we work our lesson easily. She is a very friendly person in the centre.

We like our teacher. We like studying and our classmates and enjoy the support given by the teacher.

Another group confirmed that:

We like coming to class very much. We like computer lessons and the classroom is good. The teaching is good and we are learning things we didn't know.

In Leyton, 87% of the small cohort of 15 learners surveyed agreed that the standard of teaching is very good and that the teacher had supported them in their studies. 93% confirmed that there was a clear explanation of material and 100% agreed that they had improved their language skills and had benefitted from the lessons.

All learners surveyed agreed that the building, rooms and facilities used for the course are clean and safe. 86% agreed that they would recommend the course to others.

The general consensus amongst most learners from the above quantitative and anecdotal data is that the effectiveness of teaching and learning is very good.

LEARNER FEEDBACK: Keeping up with the best practices, all learners received individual and group tutorials during their WFC courses. During these tutorials the following issues were discussed with the learners: 'attendance & punctuality, independent learning skills, mock exams results, individual progress and achievement of learners' smart targets as well as soft skills such as folder organisation.

Learners received constructive feedback both orally and written during their lessons and samples of work, marked with constructive feedback stating the areas for improvement, were kept in the learners feedback files. See Appendix. Tutors also encouraged peer feedback and learner self-evaluation enabling classes to become more learner centred.

The City & Guilds external verifier will be visited the Leyton Site on 16th July and offered feedback to the learners on the day, and also externally moderated the learners' exam scripts. The report had some minor action points but ATN retained Direct Claim Status, indicating that the external qualifications processes were at the appropriate standard.

EXTENSION ACTIVITIES: Extension activities are of paramount importance as they stretch students learning in enjoyable and exciting ways. As part of the WFC courses, enrichment activities are included and learners are taken on day trips and to educational places where they can put into practice skills learned in school in real-life situations. This year's enrichment activities included participating in The Adult Learner's Week, A Learner's Culture and Diversity Celebration, a visit to the Natural History Museum and a visit to the National Maritime Museum. There was also a specific Enrichment activity surrounding the London Elections using the information posters and leaflets in 16 different languages and checks on eligibility for participation in the UK democratic elections.

EMPLOYER RESPONSIVENESS: Throughout the year ATN's courses provide learners with significant and essential skills to improve their employability and better job prospects. For example learners have the opportunity to write CVs, covering letters, practise mock job interviews, have discussions about job interview etiquette: 'how to dress, how to greet the interviewer, ...' so as to be more successful during job interviews. Data extracted from the learners' group profile shows that some learners lack both paid and unpaid work experience. In that light, the ATN contributes to remove barriers for learners to access employment and organises work placements with local businesses and charity shops in order for learners to have a better chance of standing out when applying for jobs.

Following up on the most important skills set sought by employers is Customer Service (See highlighted November Box above), the ATN has also started running a course on City and Guilds Customer Service Level 2 and an EDI Preparing for Employment Level 1 at ATN Barking Training Centre.

A4e - JCP Support Contract:

ATN has delivered the JCP Support Contract as a sub-contractor to A4e since 2009. The programme provides non-accredited skills to support job searching , job entry and sustaining employment. The project has delivered achieved all targets to date. From the inception of the project in Dec 2009 until the 3st July 2012, 298 customers have obtained jobs which have been tracked of which 75% have been sustained. The job entry breakdown figures are as follows for each of the four boroughs where the programme is being conducted : Hillingdon 40 jobs, Hounslow 44 jobs, Barking 163 jobs, Ealing 51 jobs. The actual number of jobs actually obtained is estimated at 30% more than the tracked figure as many customers have changed mobile phones and are not traceable, whilst others are not willing to disclose personal information. Numerous other customers believe that the programmes have moved them closer to the labour market.

A4e – The Professional and Executive Group Programme (PEG)

ATN conducted two PEG programmes on behalf of A4e in June 2012, one each in Hounslow and Ealing. Several more are planned for the next academic period from August 2012. The two day course is targeted to benefit unemployed customers who are graduates, professionals and executives.

The objectives of the programme are to progressively develop ability and confidence in managing personal circumstances, overcoming barriers and understanding transferable and adaptable skills, such that participants are better equipped to make realistic decisions about entering the modern labour market.

ATN has generally received positive feedback from the customers who attend PEG. They are pleased with the subject knowledge of the trainer and the session on interviews where they had a chance to watch interview videos and take part in a mock interview session. The programme is very effective because many of the professional and executive customers have been unemployed usually for a long time and are not familiar with competing for jobs in the current labour market. PEG allows them to reinvent themselves and also gives them the option of considering a change in career.

Further, many graduates have no experience in applying for and securing employment. The course helps them apply for and secure employment and makes them aware of the strongly competitive job market.

Ingeus REACH Project – West London Sustained Employment Project in West London funded by LDA:

ATN successfully delivered a REACH subcontract for Ingeus in the Borough of Hounslow from Sept 2010 to July 2012. In total there were 232 starts against a profile of 205 targeted starts, 70 job starts against a profile of 89 and 56 jobs which were sustained against a target of 56. The project supported Lone Parents, Incapacity Benefit claimants and partners into jobs which were sustainable. Most clients came to the centre at least twice a week to search and apply for jobs, cold call employers, take part in one-to-one Mock interviews, attend workshops (Interview Techniques, CV writing, Covering and Speculative Letters, Confidence Building). There was a regular follow up on absenteeism, and appointments were rearranged when appropriate. However, most clients attended all their appointments and were on time. Additional staff members were recruited halfway through the duration of the project to provide clients with one-to-one support and deliver workshops. Progress reviews were conducted every 8 weeks. Regular meetings were arranged clients and previous targets were reviewed. If the client had achieved all the targets, new targets were agreed with the client actively involved in the process. Good working relationships were developed with a number of key stakeholders in terms of referrals/recruiting clients for the project. We liaised with many organisations/employers through the life of the project including some of the following: Hounslow Job Centre, Hounslow Community Mental Health, Hounslow Substance Misuse Team, Employers within the Vista Business Centre, Hounslow Citizens Advice Bureau, Employment Agencies in Hounslow, Hounslow Homes, Sure Start and Child Care Centres in Hounslow.

Ingeus - Work Programme (Routeway Provider)

ATN was successful in bidding to be a sub-contractor of Ingeus on the Vocational Routeways for the Work Programme in early 2011. The programme which commenced in Oct 2011 will continue till 2016. To date ATN has achieved the following, 414 starts to 432 referrals, with a job entry rate of 43 against a profile target of 79. Given that 80% of the customers have been unemployed for more than a year and ATN has a period of eighteen weeks to support the customers, the performance is admirable in achieving a job entry rate of 10.4%. This is higher than the rate achieved by Prime contractors in the CPAs.

The job outcomes were 11 against a profile of 20. Further, there have been 6 sustained jobs and it is expected that there will be a lot more sustainments as the programme progresses.

Also 5% of customers are moved into skills development progression routes such as ESOL, Skills for Life, ICT, Food and Hygiene Cert Level 2.

Reed in Partnership – Work Programme March 2012 – July 2012 (Pilot End to End Provider)

ATN started working in partnership with Reed in Partnership as an end to end provider on the Work Programme from March 2012 and in the period from March 2012 – July 2012 has had 25 referrals from which 21 customers have attended the programme. ATN achieved 3 jobs in the period alluded to above.

Given that the statistics from March 2012 to July 2012 represent a period of less than six months, ATN did not have any job outcomes or sustains. These are expected after the six month period.

In terms of job search, customers attended once a fortnight. Further, to support customers to move closer to the job market, four customers were referred to further education courses, which included ESOL and ICT programmes. Three other customers were sent on voluntary work placement with the first being sent to a law firm which lasted one week. The second client was sent for an administration work placement for two weeks and the third customer undertook a work placement at a local pub in Uxbridge.

MATRIX ACCREDITATION

ATN is matrix accredited and gained accreditation in July 2007. The accreditation needs to be renewed every three years and ATN was re-inspected between 26th and 28th July 2010. The re-assessment used a range of methods including, interviews with staff, partners and customers, observations, reviews of documents regarding policies, procedures, processes, induction, delivery and marketing.

The assessor identified three strengths over and above the previously identified strengths of; ‘Excellent support to its students, which is inclusive and all-embracing of student needs’ and ‘the close-knit nature of the organisation facilitates good interaction with students and Adult Training Network and capitalises on this to listen exceptionally well to students needs and react to feedback wholeheartedly. Similarly the organisation engages with staff and partners, regularly to openly receive comments on the service’, these were that; ‘ATN has expanded its delivery range to better meet the needs of local communities and has opened up new avenues in creating employability options for its students’; ‘ATN presented as an organisation, with focus, on students, existing and potential, who are in need of gaining a competitive edge in a packed market place and have grasped the opportunity to offer students, the tools to compete in such a market place’; ‘The competency and commitment of staff was perceived to be exceptional and was clearly manifested in the responses from students, who highly valued the efforts made on their behalf and of opportunities afforded to them.’

Only one area for continuous improvement was identified and the assessor commented; ‘Since original Accreditation to the Matrix Standard and noting areas for development identified at the time, ATN has improved its promotional and information activity to embrace key criteria of the Standard, but may wish to expand on these aspects, through more definitive documentation, ensuring that Equality of Opportunity, confidentiality, impartiality, signposting and referral and complaints/feedback procedures are fully understood by students.’

ATN will next be due for Matrix re-accreditation in July 2013.

EXTERNAL VERIFICATION & INSPECTION REPORT

City and Guilds

The Adult Training Network continues to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies.

There were three routine visits and one External Sampling from Mr W Salton-Cox (Literacy/Numeracy & ICT) and Mrs M Gunn (ESOL), from the City & Guilds during the year on 27th January 2012 and 16th July 2012 for the ESOL Qualifications and on 13th March 2012 the ITQ Level 1 for IT Users qualification. The Certificates in Adult Literacy/Numeracy were Externally Sampled on 16th November 2012.

The External Verifier gave the Adult Literacy/Numeracy Qualification Status Tariff as ‘None’ (Direct Claim Status, no action plan) as previously, the ESOL and ITQ Level 1 for IT Users Status Tariff remained at ‘01’ Direct Claim Status, with Action Plan.

The External Verifier commented as follows;

Adult Literacy/Numeracy:

‘All documentation sent was very well organised and consequently it was easy to find any required evidence for assessment and IQA. The assessments were carried out using the City & Guilds assignments. All were well organised and correctly assessed to the City & Guilds marking criteria. For the Adult Literacy there were some excellent examples of performance in the Speaking and Listening element.

Internal Quality Assurance included a second marking of assignments which was clearly indicated by using a different coloured pen to the assessors. In addition, good written feedback was given to assessors.’

The External Verifier also commented that there were no risks with the centre’s Quality Assurance System, and that, ‘...all sampled was well organised and met the required standards.’

ITQ Level 1 for IT Users:

'All assessments sampled were assessed correctly to the City & Guilds marking criteria.

I had a brief discussion with many staff including an assessor, an internal verifier, the QAC and the Director, and it was evident that there is very good communication across all levels of staff.

The centre had all the necessary hardware and software. Staff are well qualified to deliver the qualification and all are involved in CPD activities. Transport links to the centre are very good as it is well situated near the centre of Southall and very near the station.

All students have a numeracy and literacy assessments before starting the course. The centre has classroom assistants who support the students, in particular with any language difficulties. If it is felt that a student's language difficulties would make the IT course too difficult, they are enrolled on a literacy course prior to taking the IT. In addition, to formal oral feedback, students' progress is monitored and feedback given via individual learning plans.

All Students' portfolios of assignments were well organised and all required evidence easy to locate. The internal verification includes a second marking which is clearly indicated on the individual pages of the marking and grading criteria in a different colour pen to the assessor. Internal verification can be checked via the centre central record and also the candidate portfolios.

All requested records and documentation were very well organised and additional information or documentation requested on the day of the visit was made readily available.'

English for Speakers of Other Languages (ESOL):

'All assessments were marked correctly to the extent that all certificates are valid. There are good (Management) systems in place.

All staff are qualified to a minimum of CELTA, CPD records are available. I interviewed several assessors, two IQAs and a newly appointed centre manager. There is a clear induction and follow up support.

Candidates interviewed enjoyed their learning experience. All candidates have ILPs and there has been a training event for SMART target setting. Candidates are given the opportunity to sit practice papers and time is programmed for re-sits. There is progression available.

I have reduced the tariff to 0, as there is good IQA with Constructive feedback and standardisation is taking place. Level 1 and Level 2 candidates' certificates are valid. There is a good selection of topics used and candidates either complete single mode Listening & Speaking or all modes.'

'The assessment observed was well conducted with detailed feedback from IQA to assessor. There are good (Management) systems in place. In some instances these could be used to better effect. Centre notification for assessments is good. All records are available and securely stored in each site. Enrichment activities are organised.

There is good sampling of interim and summative assessments, including standardisation. There is feedback to assessors and live observations. Feedback is sought from candidates about the course as well for enrichment activities.

The ANNUAL AWARD CEREMONY

ATN hosted the Annual Awards Ceremony for 2012 at Monsoon Banqueting Hall in Southall on the 18th July 2012 to award certificates to learners, celebrate their success, thank the funders and celebrate the cultural diversity of our staff/ student body by showcasing the dance and music skills which learners from many countries and cultures demonstrated and shared with the 300 strong audience.

The audience comprised of learners, friends of ATN, ATN staff and representatives from the funders Richmond upon Thames College and Ingeus. It is also included representatives from Job Centre Plus (JCP) in Southall, Hayes and Hounslow an important strategic partner which refers customers to ATN for

employability and skills based training. The GLA representative from West London Dr Onkar Sahota was also present to award certificates alongside Jackie Chapelow from RUTC, Darling Doku from Ingeus and Colin Wheeler the Trustee of ATN.



ESOL Learner receiving his certificate from Mr. Sarjeet Singh Gill (Director, ATN)



ESOL Learner receiving his certificate from Dr. Onkar Singh (GLA)



ESOL Learners receiving their certificates from Jackie Chapelow (Head of Higher Education RUTC)



Hounslow A4e Launch pad client receiving his certificate from Kamaljit Kaur (Regional Manager ATN)



ICT Learner receiving his certificate from Colin Wheeler (Trustee ATN)



Ingeus Work Programme client receiveing a certificate for entering employment by Darling Doke (Contract Manager – Ingeus)



West london JCP staff celebrating in the ATN party.



ATN staff Group photo along with RUTC representatives

EXTENSION ACTIVITIES

ADULT LEARNERS' WEEK

ATN celebrated Adult Learner's Week with cakes in May 2012 in our Leyton Centre.

ADULT LEARNERS' WEEK



The Adult Learners week aimed to inspire the students to discover how learning can change their lives. It also aimed to give the learners the opportunity to explore the many different kinds of learning and make them familiar with the courses offered in the local area (Walthamstow/Leyton) and to give the learners the opportunity to plan the course they want to do in the future (speaking practice). The learners had the opportunity to bond, socialize and get to know each other better and had the opportunity to make themselves familiar with the courses offered in the local area (Walthamstow/Leyton). The learners also had the

opportunity to practise their speaking and talk about the courses they would like to start in the future as well as discuss the educational systems in their countries.



The aims of the Culture and Diversity celebrations were to provide the learners with the opportunities to use the language in an informal context, to socialize and get to know each other, and to provide the learners with the opportunity to practice their listening and speaking skills and to promote equality and diversity at ATN Leyton.

LEARNERS' CULTURE AND DIVERSITY CELEBRATION



The learners had the opportunity to bond, socialize and get to know each other better and use the language outside of the lesson and participate in informal exchanges. The learners also had the opportunity to try various traditional foods their classmates prepared for the party. The learners also talked about the traditional food in their countries and the ways people prepare the food (listening and speaking practice).

A trip to The Natural History Museum 24/05/12

Class: ATN620MAN

Tutor: Kosser Mohammed

An educational day trip to the Natural History Museum

We set off from ATN Manor Park on foot to East Ham Station from where we caught a district line train to South Kensington Station. During the journey students were given small tasks to identify certain tube stations from the map. When we arrived at the Museum we had a picnic on the green and some students took pictures of the beautiful building.

Students were given a work folder from which they had to identify the 4 most popular dinosaurs and some other exhibits. As we entered the museum Students were handed their work folders and had to now look for and identify and write about the dinosaurs.



On the district line tube on-route to South Kensington Station



We had to take a diversion due to major delays on the district line. We are waiting for the train to South Kensington



Just finished the picnic on the green and about to head inside the museum



Students are given their workbooks and tasks. Some students find their first exhibit



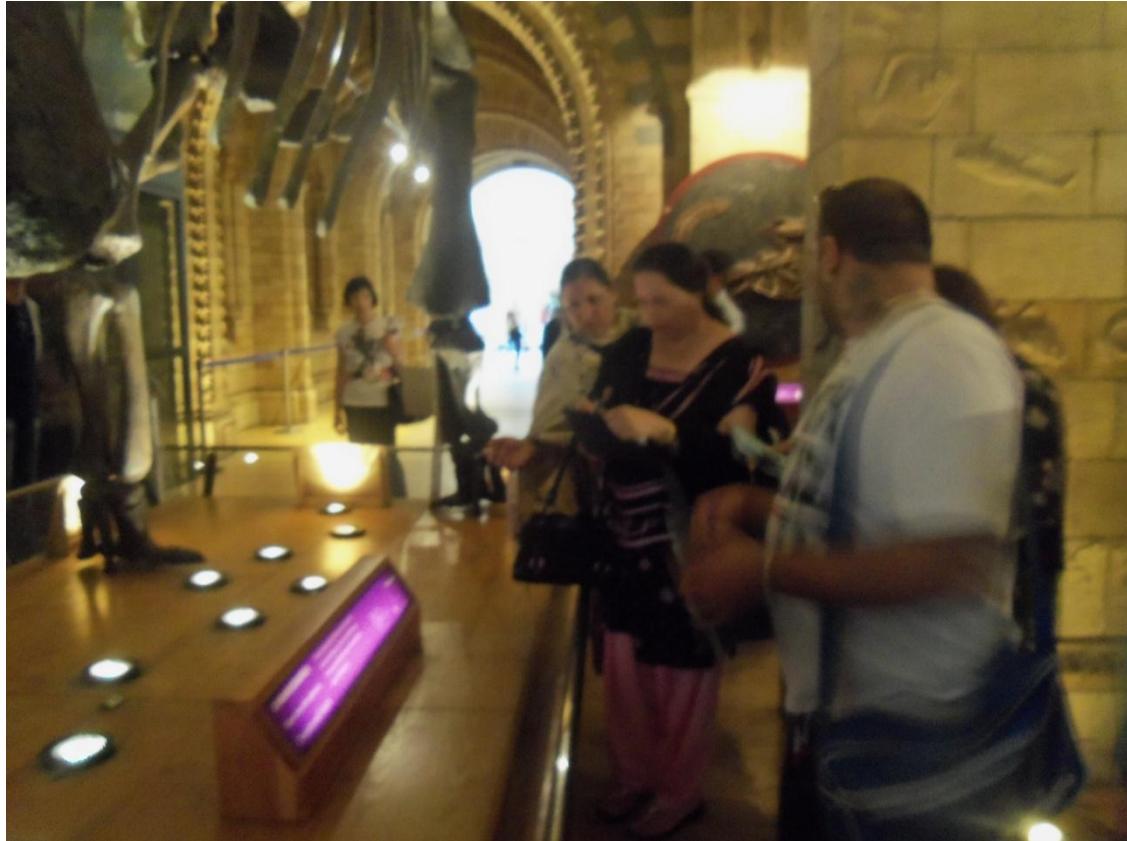
The diplodocus has been found by a group of students and they proceed to write down some information about the majestic dinosaur



Students busy writing reading and copying information from the information board



Students write about a dinosaur



A few students find another one from their list to read & write about



The mighty Camarasaurus is found and the writing commences



A student tries to work out if the picture in his work book matches that of a similar dinosaur



The mighty T-Rex comes alive as this moving model stuns the students with its realistic movements



Students locate the screens and write a summary



The inside-out exhibit provides a perfect backdrop for a group picture as students prepare to depart



We are now ready to depart after a very exciting and eventful day at The Natural History Museum

A trip to the National Maritime Museum June 2012



Barking Train Station

We arrived at Barking Station at 10:00am, Our journey began, it was an exciting time for some of the ladies and an anxious time for others as they had never travelled by train, this was an excellent opportunity for the ladies to put into practise all that had been learned so far, they asked for information from the information desk to assist them with the planning of their journey, a real opportunity to practise their English skills.

Arrival at Greenwich National Maritime Museum

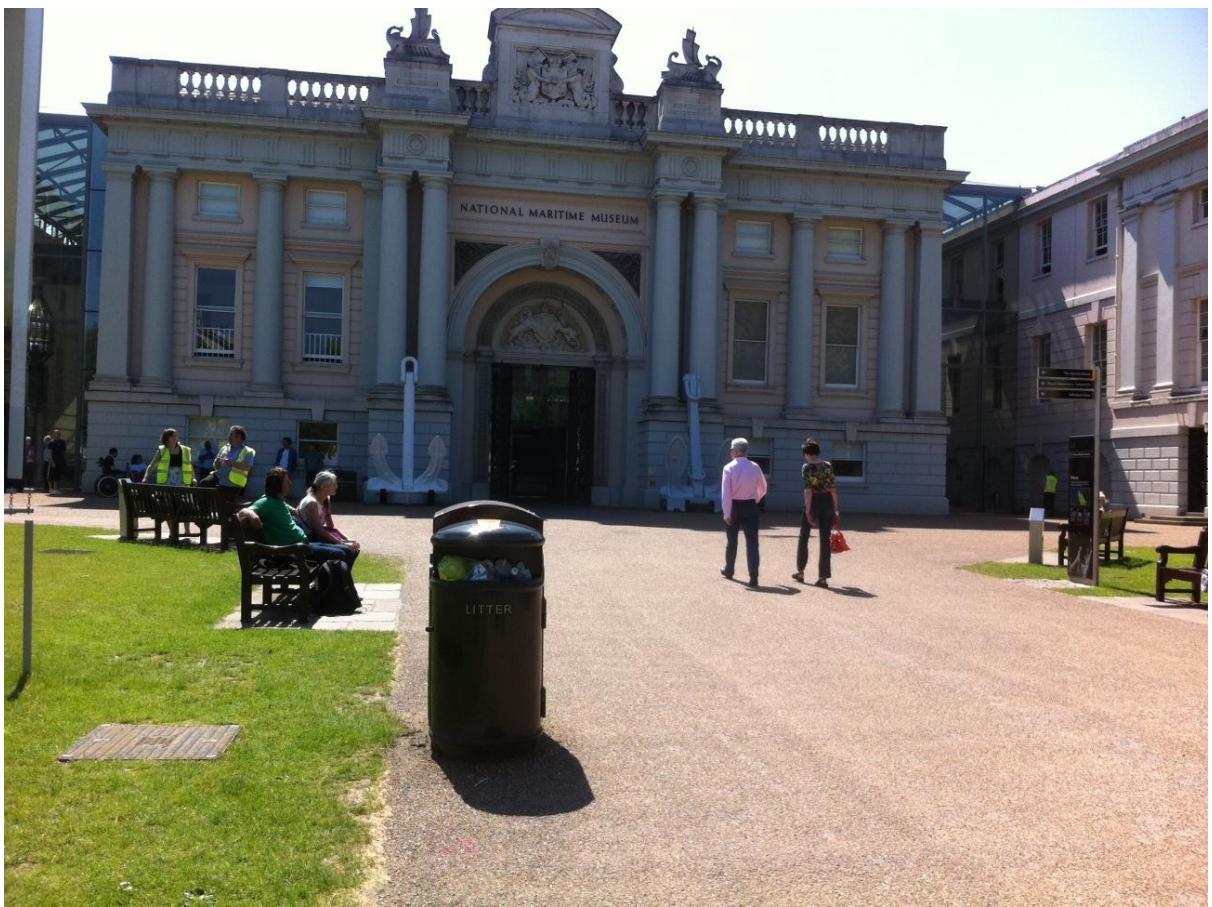
We arrived at Greenwich Maritime Museum at 11:00 am and when we arrived I asked the ladies to tell me the time, encouraging the use of numeracy skills. The ladies were really excited, laughing and giggling, it was also an excellent opportunity for me to encourage the ladies to ask for directions, and read aloud the signs and symbols ahead of us.



There were beautiful breathtaking grounds, which we walked around.



The National Maritime Museum

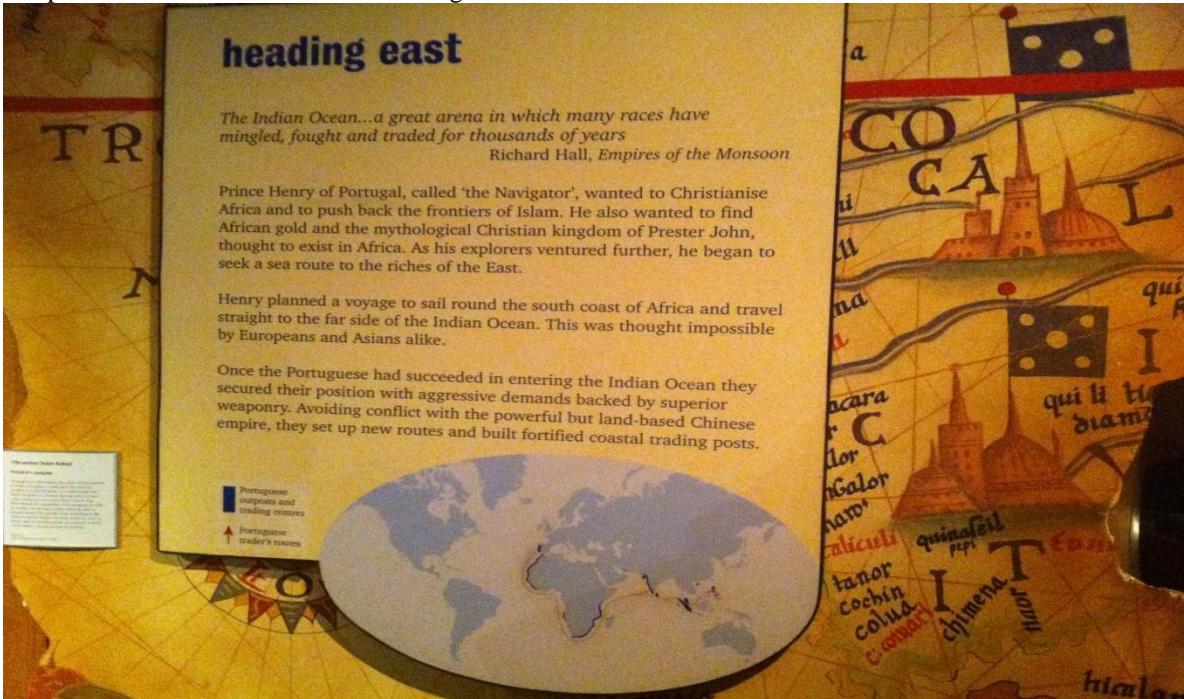


At the front entrance of the National Maritime Museum

This whole experience was exciting for the ladies, they were over whelmed by the views and how beautiful the grounds were, some of the ladies had only ever been out with very close family and had at that, not been further than their own local communities, it was also an opportunity to practise conversational skills in English about the grounds as I had told them I wanted to hear their newly developed English language skills ☺ being used in conversation.

Inside the Maritime Museum

The ladies once inside were fascinated by narrative historical events especially relating to the Indian Ocean, a real attention grabber, as this sparked a cultural interest that encouraged them to read more in order to find out more information.

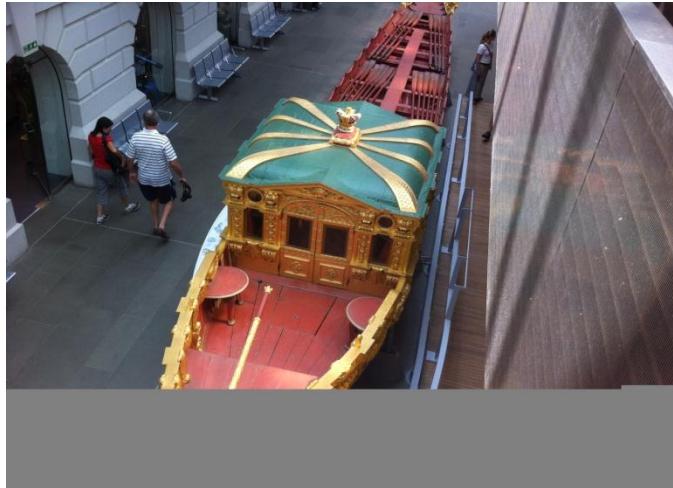


Deep sea diving equipment used over 100 years ago

This was an absolutely excellent way to present the past tense (visual displays speak a thousand words) we talked about the equipment used and how deep sea diving equipment has changed over the years to the present date. The ladies were able to identify the past almost immediately, making the whole concept of understanding past tense easier and accessible to them.

I used this visual display as a link from the past to the future as this particular boat was going to be used in the year of 2012 for the **Queens Diamond Jubilee on the 6th June 2012**, we discussed the past events by reading about them from the information given in text, displayed in front of the boat. I informed all of the ladies and we discussed the Queens Jubilee upcoming event and that this

particular boat was going to be used in the event where a thousand boats will sail down the River Thames to celebrate the Queen's reign over Great Britain. I asked them to watch the event on television and they all said that they would watch the event on television, this again allowing the concept of past, present and future to be more accessible as we also discussed the event using the correct tenses.



A well deserved break!

I think the ladies were relieved they could speak their language if only for a little while, a well deserved rest 😊

There are very few photos of inside the Maritime as it was understood that we were not allowed certain photographic equipment. The whole experience has had a real impact on both the teaching and learning as the students could put to use the theory learned within the classroom and practise their newly learned skills enabling them to make mistakes and correct themselves and learn from their peers also, they were so supportive of each other and it just shows how successful and enriching a day trip really can be.

SUCCESS STORIES – CASE STUDIES

Launch Pad

Lara Gago started Launch Pad on 24 June 2012. She was very shy and lacked confidence. She participated very well in all of the class activities and slowly came out of her shell and carried on gaining more and more confidence week by week.

She had only worked in this country as a voluntary Sales Assistant at the British Heart Foundation for three months in 2006. She has been raising her four children as a single parent.

She had a passion for baking and decorating cakes. She also took courses in baking and decorating cakes. She wanted to start her own business but realised that given her circumstances it was not practical. She felt quite lost and was unable to decide which career path to select.

With some advice she agreed to do her work placement as a Teaching Assistant. She enjoyed the experience thoroughly and learnt that she wants to pursue her career as a Teaching Assistant in Food Technology. She has decided to sit for GCSEs in English and Maths, which she hopes will allow her to gain the essential qualifications she needs in order to kick start a career in her new area of interest.



Story of Success

Ingeus Work Programme

Sonia Frederick

Sonia joined the Ingeus Work Programme with the Adult Training Network's Southall centre on 25/10/11 after initially being referred from Southall Job Centre Plus. Sonia had previously worked as a carer for 4 Seasons Health Care but had to stop working because of a long term illness and has since been on Employment Support Allowance for over a year.

Sonia also wanted to change career path from care work to retail. ATN staff offered her the opportunity to work in retail through WHSmith at Heathrow Airport.

Sonia was given one to one interview techniques and also completed a customer service module which really empowered her. A professional tailor made C.V was also produced.

The WHSmith interview went very well and she has been offered a position as a retail assistant within Heathrow Airport which she has accepted.

Sonia Says, "When I arrived at ATN on the Work Programme I did not think that I would get a job so quickly. Having been with them for just over a week I went for a job interview for WHSmith at Heathrow and was successful. The help and support that has been given to me is amazing and I am really happy. I know that ATN will go on to help many more people on the Work Programme. I was with Ingeus for 16 weeks and they were not able to find me a job."

Sonia Frederick

Kamaljit Growan - ATN Richmond Upon Thames College Franchise Student Developing skills confidence and employment prospects through quality training

Kamaljit Growan a Sikh Punjabi lady in her Sixties was referred to Adult Training Network's Southall centre by her local Job Centre Plus to enrol for ESOL classes at the start of the academic year 2010 - 2011.

Kamaljit had previously worked as a food packer in Southall for many years but unfortunately was made redundant. She now wanted to improve her English and therefore overcome personal communication barriers that she was experiencing for many years.

ATN enrolment staff gave Kamaljit an initial ESOL assessment in which she completed and then classified for ESOL entry 1. Whilst on the programme she was developing new skills and enhancing her confidence as well as importantly improving her spoken and written English.

Kamaljit then enrolled onto both Literacy and Numeracy programmes which she successfully completed and now has the confidence to enrol on ICT programmes. ATN staff feel she has really come along way in relation to her personal development.

Kamaljit Growan says, "I really enjoy studying at ATN Southall and would like to thank the staff and tutors for helping me to improve my English and Numeracy skills and give me the opportunity to meet new people and make friends. ATN is now like my second family."

Kamaljit Growan

Estigmas Antonieta Vales - Richmond Upon Thames College ATN Franchise student. Stepping up with New Skills & Entering Employment in the U.K

Estigmas Vales arrived in the U.K from Goa India in August 2010 and had previously worked for a pharmaceutical company Mark LTD in their production department. Estigmas was desperate to get up the employment ladder and seek her first job in the U.K.

However she was finding it difficult and was getting rejected by employers on many occasions when applying for jobs in many sectors. Estigmas was then recommended by her friend to enrol on ICT Programmes at the Adult Training Network where she would pick up valuable skills and then be able to attract employers.

Estigmas initially enrolled on the ICT level 1 Certificate Programme at the ATN Southall Centre funded by Richmond Upon Thames College at the start of the new academic year 2011 -2012. Her tutor Sangeeta Khutan and ATN senior management were impressed with her levels of enthusiasm and the way she would interact with other fellow students by helping them with queries that they decided to offer her a voluntary position as an additional learning support. She decided to accept the voluntary position as it would give her some working experience in the U.K and therefore make it easier to overcome present barriers to employment that she was experiencing.

During her voluntary placement as an additional learning support she remained professional and her levels of confidence increased. Estigmas was also able to build up a good rapport with fellow colleagues and students. After volunteering for several months a permanent paid part -time position at ATN had become available and after undertaking a successful interview she was then appointed.

Estigmas Says, "I would firstly like to thank my friend for recommending me to ATN as well as thanking Richmond College for funding accredited ICT Programmes which are second to none. I am really happy that I was able to prove myself as a volunteer and thank ATN for employing me as an ICT additional learning support."

Estigmas Antonieta Vales.

FUTURE DEVELOPMENTS & PRIORITIES

During the year the Director has consolidated the developments regarding funding opportunities for the coming year, particularly in the Welfare to Work Sector. These have included embedding the opportunities created by additional funding streams through the Department of Work and Pensions and Jobcentre Plus, in the capacity of sub-contractor to Prime contractors for the Work Programme. The success in gaining two sub-contracts with Ingeus and Reed in Employment to deliver the Department of Work & Pensions Jobcentre Plus Work Programme opened a new and potentially significant area for delivery and builds on the existing programmes with Ingeus and A4e.

The long-term relationships that exist with Richmond upon Thames College and Waltham Forest College continues to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve and every effort continues to be made to further develop this relationship. Very positive reports have been received from all these organisations praising ATN contribution. Additionally during this year contacts have been established with the College of Haringey, Enfield and North East London (Formerly CONEL) with a view to delivering additional qualification to broaden the scope and range of courses on offer.

Developing expertise and skills to effectively deliver the Work Programme has been a priority for the last year and will continue during the coming year. The Director will continue to explore other additional funding streams, in particular with the Skills Funding Agency as a sub-contractor to Prime contractors.

During the coming year the current delivery facilities will be revamped and reviewed and a new five year Business Plan will be produced for development over the period from 2013 to 2018.

CONCLUSION

August 2011 to July 2012 has been a very profitable and significant year in terms of development for the Adult Training Network. The success in implementing new Welfare to Work projects for three Prime Contractors from the Welfare to Work sector was particularly encouraging. Building on this initial success allow ATN to further develop skills and expertise in the, currently high profile, Welfare to Work sector and recognises ATN's past record in supporting customers in overcoming barriers to employment.

The Adult Training Network has been able to invest in additional staffing, resources and in providing an improved teaching and learning environment for learners. The new opportunities when combined together with the established franchise delivery for Richmond upon Thames College and Waltham Forest College, have all combined to help the Adult Training Network deliver approximately three thousand six hundred and thirty six learning opportunities, and 314 employment opportunities, across all projects, 80% of which were sustained over 6 months. This is the highest number of job opportunities recorded by ATN since the inception of the organisation in 1999 making it the most successful from the perspective of customer numbers across all programmes and job starts.

The Adult Training Network has been able to invest in additional staffing, resources and in providing an improved teaching and learning environment for learners. The new opportunities when combined together with the established franchise delivery for Richmond upon Thames College and Waltham Forest College, have all combined to help the Adult Training Network deliver approximately three thousand six hundred and thirty-six learning opportunities, and three hundred and fourteen employment opportunities, eighty per cent of which were sustained for over six months, across all projects. This is the highest number of job opportunities recorded by ATN since the inception of the organisation in 1999 making it the most successful from the perspective of customer numbers across all programmes and job starts.

Appendix A

Adult Training Network's Self-Assessment Report For Richmond upon Thames College ESOL

Qualification/Course/Programme Self Assessment Report (Non HE Provision) 2011-12

Please use the qualification/course/programme guide to completing self assessment 2011-12 when compiling this document.

Qualification / Course / Programme Title:	Skills For Life ESOL Entry level 1, Entry Level 2, & Entry Level 3		
Qualification Code(s):	3692		
Learning Aim(s):	10048996 E1(S&L) 10037408 (E1) 10049009 E2(S&L) 1003741X (E2) 10049010 E3(S&L) 10037421(E3)		
Level:	EL1, EL2, EL3	Funding Source:	YPLA/SFA/Full Cost/Other
Section Manager:	Kamaljit Kaur	Support Team (Technicians, In-class ALS etc):	Sydney Oliveira
Teaching Team:	Tutors (ESOL): Jojo Varghese, Shiqiponja Pataj, Silvia Quintas Agra, Jaswinder Kaur, Sangita Kundi, Bhavika Makwana, Cristina Tragni and Odutokumbo Odutope ALS (ESOL): Surinder Kaur, Deeq Qaaje, Gisela de Carvalho, Reman Swidan and Ryagina Khortiyeva		
Student Representatives:	Estzgmas Vales Sahil Sharma		

AREAS OF SIGNIFICANT CHANGE/IMPROVEMENT SINCE THE LAST SAR:	
Change/Improvement	Impact on Learners
Additional Training Centre, ATS Hayes, opened in LB Hillingdon.	Greater access to learning courses for residents from the local deprived wards in the academic year 2012 -2013

BACKGROUND INFORMATION:

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, Cams Training Centre, Hayes, Middlesex, and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2011 to August 2012.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3); Numeracy (Entry Level 1 and Entry Level 2); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 990 enrolments up from 903 for 2010-2011(an increase of 9.6% from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 454 for Basic Skills (SfL including ESOL) (an increase of 57 (14.9%) from 2010-2011 and following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-09. In the year 2011-2012, there were in total for both Southall and Hounslow 437 ESOL enrolments (44.1% of total enrolments), 113 Literacy enrolments (11.5%), 9 Numeracy enrolments (1%) and 431 ICT enrolments (43.5%).

In 2011-2012 the Full Success Rate percentage for Basic Skills (ESOL, Literacy, Numeracy and ICT) is anticipated to be 89.70% which is marginally higher than 88.98% in 2010 -2011. In 2010-2011 the Full Success Rate percentage for Basic Skills of 88.98% had slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007

Between April and June 2012, attendance was 82% cumulatively for all courses across the Southall and Hounslow Centres which is 3% below the benchmark national average, although it may be an acceptable % for adult learners.

The punctuality rate between April and June 2012 was 98% which appears to be a very good punctuality rate although no additional data for comparison is available.

All ICT, ESOL and Adult Literacy groups were offered ALS support as in previous years resulting in excellent retention (93.23%) and projected success (89.70%) rates.

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

(i) Develop Learners' reading, writing, speaking and listening skills in English.

- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the Southall project has been delegated to the Centre Manager of ATN.

In the period September 2011 – August 2012, In Ealing (ATN Southall) employed twenty members of staff who served the ESOL programme, a Centre Manager, three full time and four part time ESOL Tutors, three part time Additional Learning Support Staff, one Network Engineer, two Financial Coordinators, three full time and one part time Administrator and two part time Cleaners. In Hounslow (ATN Hounslow) there were five members of staff employed, a Part Time Manager, one Full Time ESOL Tutor, two Additional Learning Support Staff and one Administrator. This is a 7% decrease in the number of ESOL staff in 2011-2012 compared with 2010 -2011, due to the fact that termly tutors have been re engaged more often than in the previous year.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian. Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London. Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to ESOL courses for 2011/2012, there were 437 enrolments with 388 (88.79%) retentions.

There were 372 full achievements (95.88%) with a percentage Full Success Rate of 85.13%.

CIF: A. OUTCOMES FOR LEARNERS / FE Choices: Success Rates & Progression Data	Self Assessment Grade	2	Validated Grade	X
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(Adult Training Network) 2011/2012 Retention, Achievement and Success Rates (ESOL)

September 2011- December 2011(Southall and Hounslow)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	No achievement	Partial achievement	% full achievement	% partial achievement	% full success
Basic skills (ESOL)										
ESOL Entry 1 S&L	58	8	50	86.21%	47	3		94.00%	0.00%	81.03%
ESOL Entry 2 S&L	36	3	33	91.67%	31	2		93.94%	0.00%	86.11%
ESOL Entry 3 S&L	0	0	0		0	0	0			
ESOL Entry 1 full Award	39	7	32	82.05%	31	1		96.88%	0.00%	79.49%
ESOL Entry 2 full Award	24	4	20	83.33%	20			100.00%	0.00%	83.33%
Cumulative Basic skills (ESOL) Total	157	22	135	85.99%	129	6	0	95.56%	0.00%	82.17%

Jan 2012 - April 2012 (Southall and Hounslow)									
Subject	No of learners	Withdrawals	No retained	% retained	Partial achievement		% full achievement	% partial achievement	% full success
					No achievement	No of full achievement			
Basic skills (ESOL)									
ESOL Entry 2 S&L	30	2	28	93.33%	28		100.00%	0.00%	93.33%
ESOL Entry 3 S&L	15	1	14	93.33%	14		100.00%	0.00%	93.33%
ESOL Entry 1 full Award	56	6	50	89.29%	46	4	92.00%	0.00%	82.14%
ESOL Entry 2 full Award	29	3	26	89.66%	25	1	96.15%	0.00%	86.21%
Cumulative Basic skills (ESOL) Total	130	12	118	90.77%	113	5	95.76%	0.00%	86.92%

April 2012 - July 2012 (Southall and Hounslow)

Subject	No of learners	Withdrawals	No retained	% retained			% full achievement	% partial achievement	% full success
					No of full achievement	No of achievement			
Basic skills (ESOL)									
ESOL Entry 1 S&L	39	3	36	92.31%	33	3	100.00%	0.00%	92.31%
ESOL Entry 2 S&L	42	5	37	88.10%	36	1	100.00%	0.00%	88.10%
ESOL Entry 3 S&L	3	1	2	66.67%	2		100.00%	0.00%	66.67%
	10	2	8	80.00%	8		100.00%	0.00%	80.00%
ESOL Entry 2 full Award	41	4	37	90.24%	37		100.00%	0.00%	90.24%
ESOL Entry 3 Full Award	15	0	15	100.00%	14	1	93.33%	0.00%	93.33%
Cumulative Basic skills (ESOL) Total	150	15	135	90.00%	130	5	96.30%	0.00%	86.67%
Cumulative total for year 2011 - 2012	437	49	388	88.79%	372	16	95.88%	0.00%	85.13%

The evaluation of:

A1. How well do learners achieve and enjoy their learning?

- a) Learners' attainment of their learning goals
- b) How well learners progress?

A2. How well do learners improve their economic and social well-being through learning and development?

A3. How safe do learners feel? (*Limiting Grade*)

A4. Are learners able to make informed choices about their own health and well being?

A5. How well do learners make a positive contribution to the community?

Ref	Strengths	Evidence	Evidence Source
A1	Retention, Achievement, Success performance	For 2011-2012: ESOL Courses Retention Rate was 88.79%, ESOL Courses Achievement Rate was 95.88% ESOL Courses Success Rate was 85.13% All of these compare very favourably with local and national benchmarks.	SAR (ATN MI Data)
A1	High academic standards and levels of participation.	<ul style="list-style-type: none"> • Very thorough and continuous monitoring of performance ensures that issues of retention and achievement are acted upon swiftly and effectively to rectify issues of concern and disseminate examples of effective practice. This process contributes to impressive improvements. • Success rates amongst ESOL groups working towards their qualification remained good with an overall success rate of 85.13% in ESOL. 	Course results and MI statistics.
A1	Outstanding levels of enjoyment for learning	<ul style="list-style-type: none"> • Between Sept 2011 and May 2012, 100% of 290 learners surveyed confirmed that their ILPs had been completed, • A further 99% felt that their colleagues 	Learner survey, Learner feedback forms both mid-point and end of the course. Learner comments during

		were supportive and friendly.	lesson observations
A2	Excellent opportunities for learners to develop their economic and social well-being	<ul style="list-style-type: none"> • ATN provides excellent opportunities for learners to improve their economic and social well-being. Lessons are catered to the interests and needs of the learners with great opportunities to develop their employability skills through activities to support personal finance, economic awareness, interview techniques, CV writing and other job application skills. Learners also develop the effective teamwork and problem-solving skills which boost their self confidence and further enhance their employability. • According to Course Evaluation Review Report Apr 2012, most tutors stated that their students are convinced that the courses would help them to improve their financial status. • Tutors monitor learners' achievement and support is provided on individual as well as group basis. • 99% of learners also felt that other members of their group were friendly and supportive • Individual Learning Plans are maintained on paper and retained in the tutor's file, with each learner keeping a copy in their individual files. 	Course Evaluation Report ILPs SOWs Mid-term and course-end Reviews Learner surveys 2011- 2012

		<ul style="list-style-type: none"> One learner commented (Mid-Course Evaluation Dec 2011), "Of course I come to my class to improve my English but it is because of my lovely friends I do not want to miss any class. " Another learner agreed, "I m 100% sure that mock interviews and other interview techniques will definitely help me to perform better in job interviews." 	
A3	Feeling safe	<ul style="list-style-type: none"> The safety of learners is given very high priority and learners overwhelmingly report that they feel safe at ATN. Learner Survey reports that 100 % of learners agreed that their class was a safe place to learn. Teaching and Additional Support Staff ensure that learners adopt safe working practices, particularly in using computer and other equipment that facilitate their learning by setting the ground rules in the Induction in the beginning of the course. All learners are provided with a Health and Safety induction. Learners sign to state that they have read and understood health and safety rules. Regular Health and Safety inspections and audits are carried out. Tutors included topics such as 'Staying Safe' and 'Health and safety at workplace', etc. in their lessons promoting a safe and learning environment. There were no accidents or incidents involving learners or staff reported during the academic year. 	SOW Induction pack Incident reporting Book Learner survey
A4		<ul style="list-style-type: none"> Schemes of Work include topics related to well-being in childhood and later life – 	SOW

		being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. For example, at ATN learners practise language skills related to the topic of Health by role play, booking appointments with the GP, learning about what constitutes a healthy life-style, etc.	Induction pack Learner survey
A5		<ul style="list-style-type: none"> • Learners are also positively engaged in all aspects of learning and social networking with their peers. • 99% of 290 learners surveyed confirmed that their colleagues were supportive in the Learner Surveys 	SOW Course reviews Learner Surveys 2011 - 2012

(add or delete rows as required))

Ref	Areas for Improvement	Evidence	Evidence Source
A6	Attendance is 82% for all subject areas due to the fact that the clients are mandated by Jobcentre Plus to undertake job-search activities during the class hours. Although it may be considered as acceptable for adult learners it is an area for improvement as the benchmark figure is 85%. The attendance rate for ESOL is 81% and 4% below benchmark	RUTC benchmark for attendance is 85%	ATN MI Systems

(add or delete rows as required)

CIF: B. QUALITY OF PROVISION	Self Assessment Grade	2	Validated Grade	
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The evaluation of:

- B1. How effectively do teaching, training and assessment support learning and development
- B2. How effectively does the qualification, course or programme meet the needs and interests of users?
- B3. How effectively does the team make use of partnerships to develop the course and meet learners' needs?
- B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Ref	Strengths	Evidence	Evidence Source
B1	Good implementation of effective teaching and learning tools, strategies to motivate and challenge learners and to develop learner autonomy.	<ul style="list-style-type: none"> • Learners recognise and appreciate the very high quality teaching that they experience on their courses. 100 % of learners rate quality of teaching as outstanding as they find their teachers as very supportive and helpful. 99% agreed that they had improved their language skills and had benefitted from the lessons. 99% learners have confirmed that they would recommend the course to others. Most ESOL learners commented - "Very good teacher. She explains everything very clearly." A learner confirmed that "I would recommend ATN to anyone who loves to learn ESOL because the quality of teaching that is given and the support that you receive at ATN is one of the best." Another learner wrote that the teachers at ATN were 	Course Evaluation records Franchise Student Questionnaire – end of course review records.

		<p>wonderful. The general consensus amongst most learners from the above quantitative and anecdotal data is the effectiveness of teaching and learning is very good.</p> <ul style="list-style-type: none"> According to Course Evaluation Review report all teachers rated their instruction and students' learning as excellent. 	
B1	Very effective strategies have been used to encourage learner contribution and their improvement.	<ul style="list-style-type: none"> Observers identified that most tutors have been successful in ensuring active participation. Learner performances have been constantly reviewed and were given constructive feedback on their progress of learning. 100% students agreed that they had completed their ILPs and achieved the learning goals. An ESOL learner stated, "My teacher has encouraged me to organize my folder and materials in chronological order. Now I am good at book keeping and love to work in an office or library. "(Mid-course evaluation) 	<p>Mid course and Course End Review records</p> <p>Mid course evaluation</p>
B2	Increased number of enrichment activities such as visiting museums, local market, libraries, celebration of Women's day, Diwali, Fundraising events to support a poor student and Award Function	<ul style="list-style-type: none"> Enrichment activities for the learners have been included into the programmes, such as trips to the Victoria and Albert Museum in April 2012. Although many learners have been living in London for several years they had never travelled by the Tube or visited the city. Some of the adult learners have also confirmed given 	

	<p>that they would now like to take their children to the museum as they felt confident enough to make the journey there on their own. Learners also visited the local market in Southall and libraries in Southall and Hounslow in June 2012 to as part of promoting their social skills. The trips taught them how to use public transport in and around London, book appointments for to take a membership cards, resulting in added value to their learning experience.</p> <ul style="list-style-type: none"> • Learners were also encouraged to use the library facilities especially to borrow books to improve their English and use computer and internet facilities to develop their employability skills. In addition they could take their children to the library as part of their own family learning experience. • ATN Southall celebrated International Women's day which created opportunities for learners to express their views on the importance of women in today's society, which was also a learning opportunity for ESOL and Adult Literacy learners to achieve their individual learning targets such as taking part in discussions, following 	
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		<p>instructions, expressing opinions, etc.</p> <p>One female learner in her speech on International Women's Day said," we know more about the responsibilities now. We have the power to change our family, society, country and the whole world...but at first change should begin from within...from ourselves."</p>	
B2	Highly qualified teaching and /support team	<ul style="list-style-type: none"> • ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. ATN has appointed 6 new staff to provide professional support to all teaching staff. • All teachers have got relevant teaching qualifications such as MA in Applied Linguistics and English Language Teaching (1Tutor), CELTA(9 Tutors), PTLLS(5 Tutors), PGCE (1 Tutor) and DTLLS(Presently studying – 2 Tutors). One of the ALSs is presently undertaking a CELTA. All support staff have relevant subject related vocational experience and qualifications. • All fulltime teachers have undertaken minimum of 35 hours of CPD and the part-time staff have done at least 20 hours of CPD. 	Staff profiles, Quality Assurance folder. CPD records.

		<ul style="list-style-type: none"> • In May 2012 all members of teaching and support staff were provided training on integrating IT onto their delivery of lessons. In January 2012 all members of staff were provided with training on standardisation of marking. • After every terminal mock and final assessment tutors received written as well as verbal feedback from their respective Internal Verifiers. 	
B2	Excellent planning and delivery of lessons	<ul style="list-style-type: none"> • At the beginning of every term all tutors designed and submitted employment specific Scheme of Work with focus on developing learners' employability skills. • All tutors submitted their detailed lesson plans on a daily basis, which included SMART aims and objectives, differentiation strategies, variety of activities and tasks, strategies for formative assessment, self evaluation of lessons, etc. Highly effective implementation of these strategies was evident in most of the tutor observations. • Majority of learners have confirmed that they have become more confident and optimistic to obtain jobs after the successful completion of their courses at ATN. • A range of resources and materials such as projectors, OHP, laptops are used by tutors. IT rooms were used by 	Lesson plans folder Quality Assurance folder IT Room Availability Schedule Observation records

		all the ESOL learners for at least 3 hours a week.	
B3	High standards of assessment practice aimed at enhancement of learning	<ul style="list-style-type: none"> Administration of initial and diagnostic assessments enabled teachers to identify learner strengths and weaknesses and facilitate their learning and progress. External Verifiers continue to consistently report the timeliness, fairness, accuracy, consistency and reliability of assessments. Assessment schedules and robust internal verification processes continue to contribute to maintain the highest standards of assessment and verification in response to changing quality assurance arrangements by awarding bodies. 100% of 290 learners surveyed confirmed that they were provided with appropriate information of their course prior to commencement A learner commented (Course End Evaluation Report July 2012), "Our teachers conduct class tests very often and they let us mark our test papers. It helped us to know how our exams work." 	External verification reports Quality Assurance Folder
B3	Excellent rapport between teachers and learners that enables to create very effective ILPs with focus on learner needs and individual differences.	<ul style="list-style-type: none"> ILPs and attached evidences show that majority of ESOL and Literacy learners have significantly improved their language skills and improvements enabled progression to 	ILPs Course folders Learner survey

		<p>higher levels.</p> <ul style="list-style-type: none"> • Training has been provided to tutors create SMART targets for Individual Learning Plan, which are designed together with learners with a focus on their individual needs and differences. The targets are regularly reviewed and all tutors ensure that the targets are achieved by all the learners. Learner Survey (April 2012)revealed that all learners had achieved the learning goals and objectives set for them. • All tutors have completed a group profile in order to identify the learners' interests and aspirations according to which tutors can prepare the lessons to maximise learning. 	Quality Assurance folder
B4	Constant review of learner progress	<ul style="list-style-type: none"> • Effective assessment of learner progress and performance using a range of formative assessment strategies and mid-term and course end reviews. • Learners set effective and challenging short and long term learning goals that are reviewed regularly. • Further 99% of learners surveyed confirmed that their assessment records were easy to access, thus facilitating a review of their learning 	Course folders ILP folders Learner Surveys
B4	High quality formative feedback that facilitates learner progress	<ul style="list-style-type: none"> • Excellent formative feedback, both verbal and written, given to learners 	Mid-point evaluation Observation records

		<p>facilitate them to understand and enhance their academic performance. This feedback takes a variety of forms as appropriate to the course level, and form of assessment.</p> <ul style="list-style-type: none"> • Feedback is always aimed at learner development that is realistic and achievable. Mid-point evaluation report - "Our teachers do not give us the correct answers but they give us tips on how to arrive at the right answers. They always tell us how to improve and what to do." • Observation reports June 2012 - 'All learners agreed that their teachers checked their works constantly and both tutors and learners are aware of learners' progress'. • Additionally 100% of learners agreed that their tutor was very supportive and helpful.l 	Learner Surveys
B4	Outstanding care, guidance and support	<ul style="list-style-type: none"> • Care, guidance and support for learners are outstanding. There are excellent targeted support and welfare services available to all learners. These include Additional Support, Advice and Guidance, Student Welfare, etc. • Initial assessment, Diagnostic test, learner and class profiles accurately identify additional support needs and the linguistic competence levels of all learners which helps to ensure that learners receive additional help, if 	Learner survey

		<p>required.</p> <ul style="list-style-type: none"> • The retention rate (97%) and the achievement rate (100%) for learners in receipt of additional support has increased and these rates are notably above the national averages for LLDD students (National Average %). • According to course end learner surveys (Apr 2012) (96%) of learners rated the support they received from the organisation as 'outstanding'. • ATN's excellent welfare service offers information, advice and support on a range of issues including learner finance and travel. For example, in June 2012 ATN conducted a fund-raising to support a student's family whose husband died. • 145 ESOL learners received additional support in 2011-2012. Individual or small group additional support was made available from the first week of learners beginning their training. • Learners receive extensive support to ensure they are on the most appropriate courses. A specialist admin team guides and supports learners with more complicated profiles. 	
B4	Comprehensive induction process	<ul style="list-style-type: none"> • As in previous terms, all tutors and learners have completed the Induction Pack, which made all learners aware of their rights and 	Induction pack Course End Evaluation Report Course-folder

		<p>responsibilities as students of ATN through first day induction.</p> <ul style="list-style-type: none"> • Thorough and highly-skilled process of interview, confirmation and induction ensures that comprehensive initial assessment information is gathered and effectively related to the programme of study, individual needs and learning styles. For example, 100% of learners rated the information and advice about their course prior to enrolment as outstanding (Course End Evaluation Report Apr 2012). • Student Profiles enable all staff to differentiate assessments and related activities to the requirements of individual learners. In addition, where relevant, courses undertake their own initial assessment of learners to supplement this process. Tutors in Course Evaluation Report agree that their strong knowledge of individual students contribute to differentiated learning. • Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' needs and interests. 	
B4	Good progression opportunities	<ul style="list-style-type: none"> • Clear progression routes exist to enable learners to achieve their potential. Learners are enabled to accumulate their skills and make incremental progress from Entry level 1 to Entry Level 3 for ESOL and 	ILPs

		<p>Literacy courses through curriculum content and structure.</p> <ul style="list-style-type: none"> Review of ILPs show that nearly all ESOL learners significantly improved their linguistic competence which enabled progression to higher level courses. 	
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
B5	ATN intends to design and deliver refresher training for Equality and Diversity to support effective promotion of equality and diversity in teaching and learning.	ATN staff have not attended Equality and Diversity training previously. Given that the ATN learner intake is from many communities (eg African, Eastern European, Asian, Somali, Afghani, Pakistani, Indian) it is prudent that the staff team are sensitive to issues of cultural diversity and that the course content more effectively reflects the diversity of the learners.	Staff CPD records confirm that Equality and Diversity training has not been undertaken
B6	All staff involved in initial assessments need to receive refresher training and knowledge updates.	There have been instances when learners have not been signposted to the class at the appropriate level	Feedback from tutors
B7	Tutors need to attend refresher training in diagnostic assessments	Diagnostic assessments are not categorised into either emerging, consolidating or established which is essential for effective differentiated teaching and learning	Regional Manager EV feedback
B8	Need to have an experienced team to assess and identify learners with Learning Difficulties and Disabilities to ensure appropriate support is available for them.	All staff have not had any training identifying learners with special needs such as dyslexia, mental health issues and physical disabilities.	Staff CPD records and staff feedback

(add or delete rows as required)

CIF: C. LEADERSHIP AND MANAGEMENT / FE Choices: Success rates, Learner and Employer Satisfaction	Self Assessment Grade	2	Validated Grade	
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The evaluation of:

- C1. How effectively does the curriculum management team raise expectations and promote ambition throughout the team?
- C3. How effectively does the team promote the safeguarding of learners? (*Limiting Grade*)
- C4. How effectively does the team actively promote equality and diversity, tackle discrimination and narrow any achievement gaps on the course? (*Limiting Grade*)
- C5. How effectively does the team engage with users (students, parents, employers, business support functions) to support and promote improvement?
- C6. How effectively does the team use data and other information to improve quality of provision and the outcomes for learners?
- C7. How efficiently and effectively does the team use its available resources to secure value for money?

Ref	Strengths	Evidence	Evidence Source
C1	Effective curriculum management to raise expectations and promote ambition.	<ul style="list-style-type: none"> • ATN invests heavily in adult Skills for Life 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. It has training centres in six separate London boroughs including Barking & Dagenham, Ealing, Hounslow, Hillingdon, Newham and Waltham Forest. • In negotiation with tutors aspiration and realistic levels of achievement is set for each learner. • ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual 	Observation records ILPs SOWs Lesson plans

		<p>ambition and future prospects. Learners are supported by tutors and ALSs to create their CVs, learn interview techniques to perform better in job interviews and obtain their dream jobs.</p> <ul style="list-style-type: none"> • The quality of teaching and learning is the primary to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observations were carried out by ATN's experienced observers in November 2011 and July 2012 and who themselves were assessed by RUTC staff in April 2012 to ensure accuracy and consistency of judgments. • High expectations of learners and staff are challenged and highly valued. All learners were interviewed a few times to ensure appropriate course and level. Majority of earners on various courses have progressed to next level. • 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. 	
C2	High quality and safety of learning resources	<ul style="list-style-type: none"> • ATN has a predominantly adult population of learners. Within this context ATN ensures that learners are 	Course Evaluation Report Learner survey

		<p>both stimulated by and appropriately safeguarded in the learning environment. 100% of learners and teachers have rated ATN highly as a safe and welcoming place to work and learn. 98% of learners surveyed agreed that the building, rooms and facilities used for the courses are clean and safe which are 'hazard-free'.</p> <ul style="list-style-type: none"> • Well equipped classrooms that are arranged with subject specific posters and models of student work. Learners reported that they felt valued and motivated during their courses at ATN. Learner midpoint Evaluation Report, June 2012: "<i>Teacher has made me more creative and responsible by giving me opportunities to decorate the classroom room walls.</i>" • In May 2012 a new reading corner was created to improve reading habits of all people involved in the learning as well as teaching. 	<p>Observation reports Learner midpoint Evaluation Report</p>
C3	Safeguarding	<ul style="list-style-type: none"> • ATN has a written Recruitment Policy. The policy covers all aspects of recruitment including, the composition of the Selection Panel, Advertising the vacancy, how applicants will be expected to express an interest in the vacant post, how short-listing will be undertaken, the methods of selection that should be used, the criteria and procedures 	

	<p>to be used in connection to the appointment and the process for Monitoring and Review of the Selection process. By way of example the first section on the procedures connected with an appointment reads;</p> <ul style="list-style-type: none"> • Any offer of employment must only be made to candidates who meet the relevant selection criteria, and in normal circumstances, to the candidate identified as the "best" candidate by the selection panel. Offers of employment will be confirmed in writing, although may be initially communicated by telephone. Offers of employment will remain conditional until and upon the receipt and clearance of all pre-employment checking, to the satisfaction of the Company. These include: <ul style="list-style-type: none"> • References - two written references must be obtained, one being from the current or most recent employer. • Criminal Records Bureau Disclosures - for certain identified posts, in accordance with the Police Act 1997. • Asylum and Immigration - checks regarding entitlement to work in the UK must be made for all prospective employees who are 	
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		<p>not currently employed by the Company.</p> <ul style="list-style-type: none"> Qualification and Registration Certificates - checks must be made to ensure the relevant qualifications have been awarded and any necessary registration is up to date. 	
C4	Highly effective promotion of equality and diversity.	<ul style="list-style-type: none"> Excellent promotion of equality and diversity that is central to the ethos of the organisation. Great emphasis is placed on equality and diversity in the early stages of the relevant courses is reinforced throughout the year. Excellent equality of opportunity exists at ATN for learners with learning difficulties and disabilities. All courses monitored through entrance requirements are open to all learners. Good models of equality and diversity is evident in classroom management and through the effective use of ALSs. Additional Support is available to ensure learners' improvement is not jeopardised by their learning difficulties or disabilities. For example, during Sep 2011 – July 2012 out of 437 ESOL learners all received additional support. 180 out of 431 ICT learners and 102 out of 102 Literacy learners were provided with additional support. The attainment rate for learners who are provided with additional support is consistently high (100%). 	Observation reports Learner resources CER report Learner profiles Course Time tables

	<ul style="list-style-type: none"> • ATN's observation paperwork is very effective in prompting tutors to promote equality and tackle discrimination. Observation reports suggests that all teachers were very much aware of the cultural issues that arise in multicultural classrooms and the strategies they can employ to ensure effective differentiation. • Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. For example, based on the information on learner profile and ILPs teachers modify their SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions. • Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. For example, In May 2012 ATN invested significantly on the purchase of SmartScreen, IT based resources to facilitate provision of ESOL, Literacy and ICT courses. Teachers are also encouraged to design their own materials based on the cultural background of the learners in their class. • The current (DfES) Skills for Life resource pack and DIUS materials which embed basic skills into key 	
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		<p>subject areas such as ICT are being used more consistently and widely, since these materials are generated specifically for the qualifications with a focus on equality and diversity.</p> <ul style="list-style-type: none"> • Classroom walls are decorated with posters designed with a 'Respect All' theme which reminds students of their responsibilities to respect the freedom of other individuals and especially not to offend any other individual on any basis such as race, culture, religion, language, lifestyle, gender, relationships etc. • Muslim students are provided with a 'prayer area'. ATN also ensures to avoid parties during Ramdan month or lent seasons. Different religious festivals were celebrated with same vigour and enthusiasm. For example ATN celebrated Diwali, Christmas and Eid in respective months. 	
C5	Engaging with users	<ul style="list-style-type: none"> • There are student representatives on the course review groups and satisfaction surveys are regularly undertaken. Any comments and suggestions including those posted in the Comments and Suggestion Boxes are carefully considered and where possible adopted and assimilated into the existing programmes and into programme developments. Where appropriate ATN's employer 	Satisfaction surveys, course review documents. Customer Comments and Suggestions

		engagement staff discuss employer requirements and expectations and included these in course design.	
C6	Use of data	<ul style="list-style-type: none"> ATN monitors all data regarding learner engagement, outcomes and progression, including EO data. This monitoring is used for early identification of possible issues relating to all aspects of ATN's delivery. Data is compared to national norms, local demographics, and ATN's previous performance, to ensure all programmes are performing at the best possible level. 	MI Data, Local and National Data sources
C7	Value for money	<ul style="list-style-type: none"> As a franchise operation delivering effective and successful learning programmes, we believe ATN offers excellent value for money. 	RUTC Contract Manager, SAR, RUTC Ofsted report

(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
C9	Ensure that retention, achievement, success and attendance patterns are available in relation to gender and ethnicity. This will enable ATN to better target its resources and strategy for maximum impact.	Data currently not analysed.	ATN MI Systems
C10	Progression routes information is collected but not analysed. This analysis is one of the means by which the effectiveness of the	Analysis data not available	ATN MI Systems

	learning can be measured.		
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SUMMARY AND VALIDATION

SUMMARY OF STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
Recruitment target exceeded	Attendance % to be improved to reach benchmark requirements
Retention Rate 88.79%	Staff to attend refresher training in initial and diagnostic assessments.
Achievement Rate 95.88%	Equality and Diversity and Disability Awareness Training to be organised for relevant staff.
Success Rate 85.13%	Ensure that retention, achievement, success and attendance patterns are available in relation to gender and ethnicity. This will enable ATN to better target its resources and strategy for maximum impact
Excellent range of extension activities offered.	Progression routes information is collected but not analysed in depth. This analysis is one of the means by which the effectiveness of the learning can be measured. Moving forward this data is to be kept and analysed.

A: Outcomes for Learners		B: Quality of Provision		C: Leadership and Management		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
2	2	2	2	2	2	2	2

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Validated by (Name(s)):	Sarjeet Singh Gill
Job Title(s):	Managing Director
Date:	27/7/12

Signature(s):

S Singh Gill

Appendix B

Adult Training Network's Self-Assessment Report For Richmond upon Thames College ICT

Qualification/Course/Programme Self Assessment Report (Non HE Provision) 2011-12

Please use the qualification/course/programme guide to completing self assessment 2011-12 when compiling this document.

Qualification / Course / Programme Title:	Start IT Entry Level 3 Award for IT Users, ITQ Level 1 Award for IT Users, ITQ Level 1 Certificate for IT Users		
Qualification Code(s):	E3 -4249, L1 Award and Cert 7574		
Learning Aim(s):	Start IT Entry Level 3 Award for IT Users (50058861), ITQ Level 1 Award for IT Users (50068052), ITQ Level 1 Certificate for IT Users(5006759X)		
Level:	EL3 & Level 1	Funding Source:	YPLA/SFA/Full Cost/Other
Section Manager:	Kamaljit Kaur	Support Team (Technicians, In-class ALS etc):	Sydney Oliveira (ICT Network Engineer)
Teaching Team:	Tutors (ICT): Sangeeta Khutan, Punitarani Gunaseelan, Ambreen Abassi and Sada Nagandiram ALS (ICT): Unati Gohil, Ryagina Khortiyeva		
Student Representatives:	Estigmas Vales Sahil Sharma		

AREAS OF SIGNIFICANT CHANGE/IMPROVEMENT SINCE THE LAST SAR:

Change/Improvement	Impact on Learners
Additional Training Centre, ATS Hayes, opened in LB Hillingdon.	Greater access to learning courses for residents from the local deprived wards.

(add or delete rows as required)

BACKGROUND INFORMATION:

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, Cams Training Centre, Hayes, Middlesex, and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2011 to August 2012.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3); Numeracy (Entry Level 1 and Entry Level 2); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 990 enrolments up from 903 for 2010-2011(an increase of 9.6 % from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 454 for Basic Skills (SfL including ESOL) (an increase of 57 (14.9%) from 2010-2011 and following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009.

In 2011-2012 the Full Success Rate percentage for Basic Skills (ESOL, Literacy, Numeracy and ICT) is anticipated to be 89.70% which is marginally higher than 88.98% in 2010 -2011. In 2010-2011 the Full Success Rate percentage for Basic Skills of 88.98% had slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007

Between April and June 2012, attendance was 82% cumulatively for all courses across the Southall and Hounslow Centres which is 3% below the benchmark national average, although it may be an acceptable % for adult learners.

The punctuality rate between April and June 2012 was 98% which appears to be very good punctuality rate although no additional data for comparison is available.

All ICT, ESOL and Adult Literacy groups were offered ALS support as in previous years resulting in excellent retention (93.23%) and success (89.70%) rates.

In the year 2011-2012, there were in total for both Southall and Hounslow 437 ESOL enrolments (44.1% of total enrolments), 113 Literacy enrolments (11.5%), 9 Numeracy enrolments (1%) and 431 ICT enrolments (43.5%).The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain

marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the Southall project has been delegated to the Centre Manager of ATN.

In the period September 2011 – August 2012, In Ealing (ATN Southall) employed fifteen members of staff for the ICT programme, a Centre Manager, two full time and one part time Tutor, two part time Additional Learning Support Staff, one Network Engineer, two Financial Coordinators, three full time and one part time Administrator and two part time Cleaners. In Hounslow (ATN Hounslow) there were three members of staff employed for ICT programme, a part time Manager, a full time Tutor and an Administrator. This is a 6% increase in the number of ICT staff in 2011-12 compared with 2010-11, due to the fact that more ICT classes were conducted with an 83% increase in learner numbers.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian. Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London. Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to ICT courses there were 431 enrolments with 425 (98.61%) retentions.

There were 406 full achievements (95.53%) and 13 Partial Achievements (3.06%), with a percentage Full Success Rate of 94.20%.

CIF: A. OUTCOMES FOR LEARNERS / FE Choices: Success Rates & Progression Data	Self Assessment Grade	2	Validated Grade	X
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(Adult Training Network) 2011/2012 Retention, Achievement and Success Rates (ICT)

September 2011 - December 2011(Southall and Hounslow)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	No Achievement	Partial achievement	% full achievement	% partial achievement	% full success
ICT										
OCR Entry level Award in Using ICT Entry 3	47		47	100.00%	43	1	3	91.49%	6.38%	91.49%
C&G, Level 1 Award for IT users	46		46	100.00%	40	3	3	6.52%	6.52%	86.96%
C&G, Level 1 Certificate for IT users	16		16	100.00%	13		3	81.25%	18.75%	81.25%
Cumulative Basic skills Total (ICT)	109	0	109	100.00%	96	4	9	88.07%	8.26%	88.07%

Jan 2012 - April 2012 (Southall)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	No achievement	Partial achievement	% full achievement	% partial achievement	% full success
ICT										
Start IT (ITQ) Entry level 3 Award for IT Users (C&G)	49		49	100.00%	48	1		97.96%	0.00%	97.96%
C&G, Level 1 Award for IT users	52	2	50	96.15%	50			100.00%	0.00%	96.15%
C&G, Level 1 Certificate for IT users	40	2	38	95.00%	38			100.00%	0.00%	95.00%
Cumulative Basic skills Total (ICT)	141	4	137	97.16%	136	1	0	99.27%	0.00%	96.45%

April 2012 - August 2012(Southall)

Subject	No of learners	Withdrawals	No retained	% retained	No of full achievement	Partial achievement	% full achievement	% partial achievement	% full success
ICT									
Start IT (ITQ) Entry level 3 Award for IT Users (C&G)	83	0	83	100.00%	82	1	98.80%	1.20%	98.80%
C&G, Level 1 Award for IT users	60	0	60	100.00%	58	2	96.67%	3.33%	96.67%
C&G, Level 1 Certificate for IT users	38	2	36	94.74%	34	1	94.44%	2.78%	89.47%
Cumulative Basic skills Total (ICT)	181	2	179	98.90%	174	1	4	97.21%	2.23%

Cumulative total for year 2011 - 2012	431	6	425	98.61%	406	6	13	95.53%	3.06%	94.20%
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The evaluation of:

A1. How well do learners achieve and enjoy their learning?

- c) Learners' attainment of their learning goals
- d) How well learners progress?

A2. How well do learners improve their economic and social well-being through learning and development?

A3. How safe do learners feel? (*Limiting Grade*)

A4. Are learners able to make informed choices about their own health and well being?

A5. How well do learners make a positive contribution to the community?

Ref	Strengths	Evidence	Evidence Source
A1	Retention, Achievement, Success performance	<p>For 2011-2012:</p> <p>ICT Courses Retention Rate was 98.61%, (This is virtually identical to 2010-2011 – 98.42%)</p> <p>ICT Courses Full Achievement Rate was 95.53% (A 1.71% improvement on 2010-2011 – 93.82%)</p> <p>ICT Courses Partial Achievement Rate was 3.06% (6.18% in 2010-2011)</p> <p>ICT Courses Success Rate was 94.20% (A 1.86% improvement on 2010-2011 – 92.34%)</p> <p>All of these compare very favourably with local and national benchmarks.</p>	SAR (ATN MI Data)
A1	High academic standards and levels of participation.	<ul style="list-style-type: none"> • Very thorough and continuous monitoring of performance ensures that issues of retention and achievement are acted upon swiftly and effectively to rectify issues of concern and examples of effective practice are disseminated.. This process contributes to impressive improvements. • 89% of learners surveyed confirmed that their ILPs had been completed whilst 9% 	Course results and MI statistics. ILPs Learner Surveys

		<p>confirmed that they could not say and a further 2% confirmed that they had not been completed.</p> <ul style="list-style-type: none"> Success rates amongst ICT groups working towards their qualification remained very good with an overall success rate of 93.73% in ICT. 	
A1	Outstanding levels of enjoyment for learning	<ul style="list-style-type: none"> According to a survey of 285 learners in April 2012, 98% of ICT learners commented that they were content with their lessons to the extent that 96% confirmed that they would recommend it someone else. 	Learner survey, Learner feedback forms both mid-point and end of the course. Learner comments during lesson observations
A2	Excellent opportunities for learners to develop their economic and social well-being	<ul style="list-style-type: none"> ATN provides excellent opportunities for learners to improve their economic and social well-being. Lessons are catered to the interests and needs of the learners with great opportunities to develop their ICT and employability skills. Learners also develop the effective teamwork and problem-solving skills which boost their self confidence and further enhance their employability. According to Course Evaluation Review Report Apr 2012, most tutors stated that their students are convinced that the courses would help them to improve their financial status. Tutors monitor learners' achievement through their Individual Learning Plans (ILPs) and support is provided on an individual as well as group basis. 	Course Evaluation Report ILPs SOWs Mid-term and course-end Reviews Learner survey

		<ul style="list-style-type: none"> • 95% of learners also felt that other members of their group were friendly and supportive • Individual Learning Plans are maintained on paper and retained in the tutor's file, with each learner keeping a copy in their individual files. 	
A3	Feeling safe	<ul style="list-style-type: none"> • The safety of learners is given very high priority and learners overwhelmingly report that they feel safe at ATN. Learner Survey reports that 100 % of learners agreed that their class was a safe place to learn. • Teaching and Additional Support Staff ensure that learners adopt safe working practices, particularly in using computer and other equipment that facilitate their learning by setting the ground rules in the Induction in the beginning of the course. All learners are provided with a Health and Safety induction. Learners sign to state that they have read and understood health and safety rules. Regular Health and Safety inspections and audits are carried out. • There were no accidents or incidents involving learners or staff reported during the academic year. 	SOW Induction pack Incident reporting Book Learner survey
A4	Positive contribution to community – Teamwork	<ul style="list-style-type: none"> • Learners are also positively engaged in all aspects of learning and social networking with their peers. They are encouraged to help each other and work in pairs whenever and wherever possible. 	Lesson plans Course reviews
A5	Progression opportunities	<ul style="list-style-type: none"> • Majority of our learners' progress from 	ILPs

		<p>Entry 3 ICT courses to level 1 Award and then Level 1 certificate to gain further competence and confidence required for sustained employment opportunities. Some of them drop out because of health or other personal circumstances but they all appreciate the skills learnt and the difference it has made to their lives. Some of our learners have even moved to level 2 ICT courses in other colleges because at ATN we do not offer Level 2 IT courses.</p> <ul style="list-style-type: none"> • 	
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(add or delete rows as required))

Ref	Areas for Improvement	Evidence	Evidence Source
A7	Learner attendance.	Once every two weeks learners have to sign on at their respective jobcentres or they have hospital or doctors appointments resulting in their notified absence. We have to try to resolve these issues wherever possible, maybe by collaborating more with jobcentres etc.	Attendance registers

(add or delete rows as required)

CIF: B. QUALITY OF PROVISION	Self Assessment Grade	2	Validated Grade	
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The evaluation of:

- B1. How effectively do teaching, training and assessment support learning and development
- B2. How effectively does the qualification, course or programme meet the needs and interests of users?
- B3. How effectively does the team make use of partnerships to develop the course and meet learners' needs?
- B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Ref	Strengths	Evidence	Evidence Source
B1	Good implementation of effective teaching and learning tools, strategies to motivate and challenge learners and to develop learner autonomy.	<ul style="list-style-type: none"> Learners recognise and appreciate the very high quality teaching that they experience on their courses. 98 % of learners rate quality of teaching as outstanding as they find their teachers as very supportive and helpful. 94% agreed that they had improved their language skills and had benefitted from the lessons. 98% learners have confirmed that they would recommend the course to others. According to Course Evaluation Review report all teachers rated their instruction and students' learning as excellent. 	Course Evaluation records Franchise Student Questionnaire – end of course review records.
B1	Very effective strategies have been used to encourage learner contribution and their improvement.	<ul style="list-style-type: none"> Observers identified that most tutors have been successful in ensuring active participation. Learner performances have been constantly reviewed and were given constructive feedback on their progress of learning. 100% students agreed that they had completed their ILPs and achieved the learning goals. 	Mid course and Course End Review records Mid course evaluation
B2	Highly qualified teaching and /support team	<ul style="list-style-type: none"> ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. ATN has offered in house mentoring and professional support to all teaching staff. All teachers have got relevant 	Staff profiles, Quality Assurance folder. CPD records.

		<p>teaching qualifications such as PTLLS, DTLLS and PGCE. All support staff have relevant subject related vocational experience and qualifications.</p> <ul style="list-style-type: none"> • All fulltime teachers have undertaken minimum of 35 hours of CPD and the part-time staff have done at least 20 hours of CPD. • In May 2012 all members of teaching and support staff were provided training on integrating IT onto their delivery of lessons. In January 2012 all members of staff were provided with training on standardisation of marking. • After every terminal mock and final assessment tutors received written as well as verbal feedback from their respective Internal Verifiers. 	
B2	Excellent planning and delivery of lessons	<ul style="list-style-type: none"> • At the beginning of every term all tutors designed and submitted employment specific Scheme of Work with focus on developing learners' employability skills. • All tutors submitted their detailed lesson plans on a daily basis, which included SMART aims and objectives, differentiation strategies, variety of activities and tasks, strategies for formative assessment, self evaluation 	Lesson plans folder Quality Assurance folder IT Room Availability Schedule Observation records

		<p>of lessons, etc. Highly effective implementation of these strategies was evident in most of the tutor observations.</p> <ul style="list-style-type: none"> Majority of learners have confirmed that they have become more confident and optimistic to obtain jobs after the successful completion of their courses at ATN. 	
B3	High standards of assessment practice aimed at enhancement of learning	<ul style="list-style-type: none"> Administration of initial and diagnostic assessments enabled teachers to identify learner strengths and weaknesses and facilitate their learning and progress. 92% of 285 learners surveyed confirmed that they were provided with appropriate information of their course prior to commencement External Verifiers continue to consistently report the timeliness, fairness, accuracy, consistency and reliability of assessments. Assessment schedules and robust internal verification processes continue to contribute to maintain the highest standards of assessment and verification in response to changing quality assurance arrangements by awarding bodies. 	<p>External verification reports</p> <p>Quality Assurance Folder</p> <p>Learner Surveys</p>
B3	Excellent rapport between teachers and learners that enables to create very effective ILPs with focus on learner needs and individual differences.	<ul style="list-style-type: none"> ILPs and attached evidences show that majority of ICT learners have significantly improved their computer skills and these improvements have enabled progression to higher levels. 	<p>ILPs</p> <p>Course folders</p> <p>Learner survey</p>

		<ul style="list-style-type: none"> • Training provided to tutors to create SMART targets for Individual Learning Plan, which are designed together with learners with a focus on their individual needs and differences. The targets are regularly reviewed and all tutors ensure that the targets are achieved by all the learners. Learner Survey (April 2012) revealed that all learners had achieved the learning goals and objectives set for them. • All tutors have completed a group profile in order to identify the learners' interests and aspirations according to which tutors can prepare the lessons to maximise learning. 	Quality Assurance folder
B4	Constant review of learner progress	<ul style="list-style-type: none"> • Effective assessment of learner progress and performance using a range of formative assessment strategies and mid-term and course end reviews. • Learners are set effective and challenging short and long term learning goals that are reviewed regularly. • Further 85% of learners confirmed that their assessment records were easy to access, thus facilitating a review of their learning. 	Course folders ILP folders Learner Survey
B4	High quality formative feedback that facilitates learner progress	<ul style="list-style-type: none"> • Excellent formative feedback, both verbal and written, given to learners facilitate them to understand and 	Mid-point evaluation Observation records

		<p>enhance their academic performance. This feedback takes a variety of forms as appropriate to the course level, and form of assessment.</p> <ul style="list-style-type: none"> • Feedback is always aimed at learner development that is realistic and achievable. • Observation reports June 2012 - 'All learners agreed that their teachers checked their works constantly and both tutors and learners are aware of learners' progress'. • Additionally 99% of learners agreed that their tutor was very supportive and helpful 	Learner Survey
B4	Outstanding care, guidance and support	<ul style="list-style-type: none"> • Care, guidance and support for learners are outstanding. There are excellent targeted support and welfare services available to all learners. These include Additional Support, Advice and Guidance, Student Welfare, etc. • Initial assessment, Diagnostic test, learner and class profiles accurately identify additional support needs and the ICT competence levels of all learners which help to ensure that learners receive additional help, if required. • The retention rate (98.4%) and the full achievement rate (95.23%) and partial achievement rate of (3.18%) of learners in receipt of additional 	Learner survey

		<p>support has increased and these rates are notably above the national averages.</p> <ul style="list-style-type: none"> According to course end learner surveys (Apr 2012) (96%) of learners rated the support they received from the organisation as 'outstanding'. ATN's excellent welfare service offers information, advice and support on a range of issues including learner finance and travel. For example, in June 2012 ATN conducted a fund-raising to support a student's family whose husband died. 180 ICT learners received additional support in 2011 -2012. Individual or small group additional support was made available from the first week of learners beginning their training. Learners receive extensive support to ensure they are on the most appropriate courses. A specialist admin team guides and supports learners with more complicated profiles. 	
B4	Comprehensive induction process	<ul style="list-style-type: none"> As in previous terms, all tutors and learners have completed the Induction Pack, which made all learners aware of their rights and responsibilities as students of ATN through first day induction. Thorough and highly-skilled process of interview, confirmation and induction ensures that comprehensive initial assessment information is gathered 	Induction pack Course End Evaluation Report Course-folder

		<p>and effectively related to the programme of study, individual needs and learning styles. For example, 92 % of learners rated the information and advice about their course prior to enrolment as outstanding (Course End Evaluation Report Apr 2012).</p> <ul style="list-style-type: none"> • Student Profiles enable all staff to differentiate assessments and related activities to the requirements of individual learners. In addition, where relevant, courses undertake their own initial assessment of learners to supplement this process. Tutors in Course Evaluation Report agree that their strong knowledge of individual students contribute to differentiated learning. • Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' needs and interests. 	
B4	Good progression opportunities	<ul style="list-style-type: none"> • Clear progression routes exist to enable learners to achieve their potential. Learners are enabled to accumulate their skills and make incremental progress through curriculum content and structure. 	ILPs

(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
All ICT staff need to	All ICT staff need to attend a workshop on differentiation	Majority of our learners are from ethnic minorities with English as their second	Staff CPD records Staff feedback

attend a workshop on differentiation		language. Some of the learners are really faster than others which sometimes disrupts the balance or pace of the lessons. With appropriate training/workshop on differentiation, tutors will be able to resolve this issue to an appreciable extent.	
Progression routes information should be analysed.	Progression routes information is collected but not analysed in depth. This analysis is one of the means by which the effectiveness of the learning can be measured and will also help in making curriculum changes at ATN as to what new courses should be implemented etc.	No detailed quantitative data available	ATN MI Systems

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CIF: C. LEADERSHIP AND MANAGEMENT / FE Choices: Success rates, Learner and Employer Satisfaction	Self Assessment Grade	2	Validated Grade	
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The evaluation of:

- C1. How effectively does the curriculum management team raise expectations and promote ambition throughout the team?
- C3. How effectively does the team promote the safeguarding of learners? (*Limiting Grade*)
- C4. How effectively does the team actively promote equality and diversity, tackle discrimination and narrow any achievement gaps on the course? (*Limiting Grade*)
- C5. How effectively does the team engage with users (students, parents, employers, business support functions) to support and promote improvement?
- C6. How effectively does the team use data and other information to improve quality of provision and the outcomes for learners?
- C7. How efficiently and effectively does the team use its available resources to secure value for money?

Ref	Strengths	Evidence	Evidence Source
C1	Effective curriculum management to raise	<ul style="list-style-type: none"> • ATN invests heavily in ICT courses 	Observation records

	<p>expectations and promote ambition.</p>	<p>and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners. It has training centres in six separate London boroughs including Barking & Dagenham, Ealing, Hounslow, Hillingdon, Newham and Waltham Forest.</p> <ul style="list-style-type: none"> • In negotiation with tutors aspiration and realistic levels of achievement is set for each learner. • ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. Learners are supported by tutors and ALSs. • The quality of teaching and learning is the primary to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observations were carried out by ATN's experienced observers in November 2011 and July 2012 and who themselves were assessed by RUTC staff in April 2012 to ensure accuracy and consistency of judgments. • High expectations of learners and staff are challenged and highly valued. All learners were interviewed a few times to ensure appropriate course and level. Majority of earners 	<p>ILPs SOWs Lesson plans</p>
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		<p>on various courses have progressed to next level.</p> <ul style="list-style-type: none"> • 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. 	
C2	High quality and safety of learning resources	<ul style="list-style-type: none"> • ATN has a predominantly adult population of learners. Within this context ATN ensures that learners are both stimulated by and appropriately safeguarded in the learning environment. 100% of learners and teachers have rated ATN highly as a safe and welcoming place to work and learn. 98% of learners surveyed agreed that the building, rooms and facilities used for the courses are clean and safe which are 'hazard-free'. • Well equipped classrooms that are arranged with subject specific posters and models of student work. Learners reported that they felt valued and motivated during their courses at ATN. Learner midpoint Evaluation Report, June 2012: "<i>Teacher has made me more creative and responsible by giving me opportunities to decorate the classroom room walls.</i>" 	Course Evaluation Report Learner survey Observation reports Learner midpoint Evaluation Report
C3	Safeguarding	<ul style="list-style-type: none"> • ATN has a written Recruitment Policy. The policy covers all aspects of recruitment including, the composition of the Selection Panel, Advertising the vacancy, how 	

	<p>applicants will be expected to express an interest in the vacant post, how short-listing will be undertaken, the methods of selection that should be used, the criteria and procedures to be used in connection to the appointment and the process for Monitoring and Review of the Selection process. By way of example the first section on the procedures connected with an appointment reads,</p> <ul style="list-style-type: none"> • Any offer of employment must only be made to candidates who meet the relevant selection criteria, and in normal circumstances, to the candidate identified as the "best" candidate by the selection panel. Offers of employment will be confirmed in writing, although may be initially communicated by telephone. Offers of employment will remain conditional until and upon the receipt and clearance of all pre-employment checking, to the satisfaction of the Company. These include: <ul style="list-style-type: none"> • References - two written references must be obtained, one being from the current or most recent employer. • Criminal Records Bureau Disclosures - for certain identified posts, in accordance with the Police Act 1997. • Asylum and Immigration - checks regarding entitlement to work in the 	
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		<p>UK must be made for all prospective employees who are not currently employed by the Company.</p> <ul style="list-style-type: none"> Qualification and Registration Certificates - checks must be made to ensure the relevant qualifications have been awarded and any necessary registration is up to date. 	
C4	Highly effective promotion of equality and diversity.	<ul style="list-style-type: none"> Excellent promotion of equality and diversity that is central to the ethos of the organisation. Great emphasis is placed on equality and diversity in the early stages of the relevant courses is reinforced throughout the year. Excellent equality of opportunity exists at ATN for learners with learning difficulties and disabilities. All courses monitored through entrance requirements are open to all learners. Good models of equality and diversity is evident in classroom management and through the effective use of ALSs. Additional Support is available to ensure learners' improvement is not jeopardised by their learning difficulties or disabilities. For example, during Sep2011 – July 2012 125 out of 431 ICT learners were provided with additional support. The attainment rate for learners who are provided with additional support is consistently high (almost 100%). ATN's observation paperwork is very effective in prompting tutors to promote equality and tackle discrimination. 	<p>Observation reports</p> <p>Learner resources</p> <p>CER report</p> <p>Learner profiles</p> <p>Course Time tables</p>

	<p>Observation reports suggests that all teachers were very much aware of the cultural issues that arise in multicultural classrooms and the strategies they can employ to ensure effective differentiation.</p> <ul style="list-style-type: none"> • Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. For example, based on the information on learner profile and ILPs teachers modify their SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions. • Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. For example, In May 2012 ATN invested significantly on the purchase of SmartScreen, IT based resources to enhance the provision of ICT courses. Teachers are also encouraged to design their own materials based on the cultural background of the learners in their class. • Classroom walls are decorated with posters designed with a 'Respect All' theme which reminds students of their responsibilities to respect the freedom of other individuals and especially not to offend any other individual on any basis such as race, culture, religion, language, lifestyle, gender, relationships etc. • Muslim students are provided with a 'prayer area'. ATN also ensures to avoid 	
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		<p>parties during Ramadan month or lent seasons. Different religious festivals were celebrated with same vigour and enthusiasm. For example ATN celebrated Diwali, Christmas and Eid in respective months.</p>	
C5	Engaging with users	<ul style="list-style-type: none"> There are student representatives on the course review groups and satisfaction surveys are regularly undertaken. Any comments and suggestions including those posted in the Comments and Suggestion Boxes are carefully considered and where possible adopted and assimilated into the existing programmes and into programme developments. Where appropriate ATN's employer engagement staff discuss employer requirements and expectations and included these in course design. 	Satisfaction surveys, course review documents. Customer Comments and Suggestions
C6	Use of data	<ul style="list-style-type: none"> ATN monitors all data regarding learner engagement, outcomes and progression, including EO data. This monitoring is used for early identification of possible issues relating to all aspects of ATN's delivery. Data is compared to national norms, local demographics, and ATN's previous performance, to ensure all programmes are performing at the best possible level. 	MI Data, Local and National Data sources
C7	Value for money	<ul style="list-style-type: none"> As a franchise operation delivering effective and successful learning programmes, we believe ATN offers excellent value for money. 	RUTC Contract Manager, SARs for 2010 -2011 and 2011-2012, RUTC Ofsted report.

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Ref	Areas for Improvement	Evidence	Evidence Source
Latest software	ATN uses MS Office 2003 which is in fact the most user friendly software for beginners but all the new computers have Office 2007 or 2010 and the learners are unable to put their learnt skills into practice at home or libraries.	Current software installed	Current software installed

(add or delete rows as required)

SUMMARY AND VALIDATION

SUMMARY OF STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
Recruitment target exceeded	Working closely with Job Centre Plus offices and offering additional personal mentoring to support learners to improve their attendance patterns.
Retention Rate 98.61%	All ICT staff to attend a workshop on differentiation
Full Achievement Rate 95.53% Partial Achievement Rate 3.06%	Progression route information to be analysed in depth.
Success Rate 94.20%	

A: Outcomes for Learners		B: Quality of Provision		C: Leadership and Management		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
2		2		2		2	

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Validated by (Name(s)):	Sarjeet Singh Gill
Job Title(s):	Managing Director – Adult Training Network
Date:	26/7/12
Signature(s):	S Singh Gill

Appendix C

Adult Training Network's Self-Assessment Report For Richmond upon Thames College Literacy

Qualification/Course/Programme Self Assessment Report (Non HE Provision) 2011-12

Please use the qualification/course/programme guide to completing self assessment 2011-12 when compiling this document.

Qualification / Course / Programme Title:	Skills For Life Literacy Entry level 1,2,&3		
Qualification Code(s):	3792		
Learning Aim(s):	Entry (1-3) 10014688		
Level:	E1, E2, E3	Funding Source:	YPLA/SFA/Full Cost/Other
Section Manager:	Kamaljit Kaur	Support Team (Technicians, In-class ALS etc):	Sydney Oliveira
Teaching Team:	Tutors (Literacy): Monina Mascaranhes, Olufunke Bolanie Fadeyi, Sangeeta Kundt ALS (Literacy): Deeq Qaaje and Amanpreet Bajwa		
Student Representatives:	Sohil Sharma		

AREAS OF SIGNIFICANT CHANGE/IMPROVEMENT SINCE THE LAST SAR:

Change/Improvement	Impact on Learners
Additional Training Centre, ATS Hayes, opened in LB Hillingdon.	Greater access to learning courses for residents from the local deprived wards.

(add or delete rows as required)

BACKGROUND INFORMATION:

This particular SAR report is written for a collaborative outreach franchise project being conducted by the Adult Training Network (ATN) at the King's Hall Methodist Church in Southall, Middlesex, Cams Training Centre, Hayes, Middlesex, and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex, in partnership with Richmond upon Thames College. Courses were conducted from September 2011 to August 2012.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3); Numeracy (Entry Level 1 and Entry Level 2); ICT Courses:- ICT Skills for Life (Courses covering Entry Three Award in Using ICT, Level 1 Award for IT Users and Level 1 Certificate for IT Users.) There were a total of 990 enrolments up from 903 for 2010-2011(an increase of 9.6 % from the previous year, following a decrease of 5.3% over 2009-2010, after the 12.9% increase from the previous year and the 13.1% increase from 2007 - 2008), 454 for Basic Skills (SfL including ESOL) (an increase of 57 (14.9%) from 2010-2011 and following an increase of 10 (2.6%) from the 2009-2010, which followed a decrease of 76 (16.5%) from 2008 – 2009, and 506 for ICT which was a decrease of 24 (4.5%) from the previous year, which had been an increase of 177 (50.1%) from 2008-2009.

In the year 2011-2012, for both the Hounslow and Southall sites, there were 437 ESOL enrolments (44.1% of total enrolments), 113 Literacy enrolments (11.5%), 9 Numeracy enrolments (1%) and 431 ICT enrolments (43.5%).

In 2011-2012 the Full Success Rate percentage for Basic Skills (ESOL, Literacy, Numeracy and ICT) is anticipated to be 89.70% which is marginally higher than 88.98% in 2010 -2011. In 2010-2011 the Full Success Rate percentage for Basic Skills of 88.98% had slightly improved from 87.6% in 2009-2010, was in turn at a very high level although slightly lower than the 89.42% of 2008-2009, which was higher than the 85.92% of 2007-2008 and showed continuous improvement on the 76.77% of 2006-2007.

Between April and June 2012, attendance was 82% cumulatively for all courses across the Southall and Hounslow Centres which is 3% below the benchmark national average, although it may be an acceptable % for adult learners.

The punctuality rate between April and June 2012 was 98% which appears to be a very good punctuality rate although no additional data for comparison is available.

All ICT, ESOL and Adult Literacy groups were offered ALS support as in previous years resulting in excellent retention (93.23%) and success (89.70%) rates.

In the year 2011-2012, there were in total for both Southall and Hounslow 437 ESOL enrolments (44.1% of total enrolments), 113 Literacy enrolments (11.5%), 9 Numeracy enrolments (1%) and 431 ICT enrolments (43.5%).

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. It has training centres in six separate London boroughs including Ealing, Hounslow, Hillingdon, Waltham Forest, Newham and Barking & Dagenham.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.
- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the Southall and Hounslow projects have been delegated to the Regional Manager of ATN.

In the period September 2011 – August 2012, In Ealing (ATN Southall) employed fifteen members of staff, a Centre Manager, one full time and two part time Tutors, two part time Additional Learning Support Staff, one Network Engineer, two Financial Coordinators, three full time and one part time Administrator and two part time Cleaners. This is a 15% increase in the number of Literacy staff in 2011-12 compared with 2010-11, due to the fact that more Literacy classes were run and there was a 93% increase in the number of learners compared to last year.

Ealing is the 4th most diverse borough in the UK and more than 100 languages are spoken in the Borough. 41.3% of residents are from an ethnic minority, compared to 9.1% nationally, and 28.8% across London. About 20% of the minority ethnic community describe themselves as Asian. Ealing covers an area of around 55 square km in West London (21 sq. miles) and with 318,500 people is the third most populous borough in London. Overall, Ealing is relatively prosperous but it is a community of sharp contrasts. Pockets of serious poverty exist in the borough, with residents experiencing poor standards of health and education, low incomes and high benefits dependency. Twenty three per cent of Ealing's areas are within the top 20 per cent most deprived areas in the country. The most deprived wards closest are: Northolt West End, Norwood Green, Southall Broadway, Southall Green and Dormers Wells (West London Local Economic Assessment Feb 2011)

With specific regard to Literacy courses there for 2011/2012 there were 113 enrolments with 102 (90.27%) retentions. There were 102 full achievements (100.00%) with a percentage Full Success Rate of 90.27%.

CIF: A. OUTCOMES FOR LEARNERS / FE Choices: Success Rates & Progression Data	Self Assessment Grade	2	Validated Grade	X
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(Adult Training Network) 2011/2012 Retention, Achievement and Success Rates (Literacy)

September 2011 - December 2011(Southall and Hounslow)

Subject	No of learners	Withdrawals	% retained	Partial achievement	% full achievement	% full success	
						No Achievement	No of full achievement
Literacy							
Literacy Entry 1	35	5	30	85.71%	30	0	100.00%
Cumulative Basic skills Total (Literacy)	35	5	30	85.71%	30	0	100.00%

Jan 2012 - April 2012 (Southall and Hounslow)

Subject	No of learners	Withdrawals	% retained	Partial achievement	% full achievement	% full success	
						No achievement	No of full achievement
Literacy							
Literacy Entry 2	23	3	20	86.96%	20	0	100.00%
Cumulative Basic skills Total (Literacy)	23	3	20	86.96%	20	0	100.00%

April 2012 - August 2012(Southall and Hounslow)									% full success
Subject	No of learners	Withdrawals	No retained	% retained	Partial achievement	No achievement	No of full achievement	% full achievement	% partial achievement
Literacy									
Literacy Entry 1	31	2	29	93.55%	29	1	0	100.00%	0.00%
Literacy Entry 2	8	1	7	87.50%	7	0	0	100.00%	0.00%
Literacy Entry 3	16		16	100.00%	16	0	0	100.00%	0.00%
Cumulative Basic skills Total (Literacy)	55	3	52	94.55%	52	1	0	100.00%	0.00%
Cumulative total for year 2011 - 2012	113	11	102	90.27%	102	1	0	100.00%	0.00%
									90.27%

The evaluation of:

A1. How well do learners achieve and enjoy their learning?

- e) Learners' attainment of their learning goals
- f) How well learners progress?

A2. How well do learners improve their economic and social well-being through learning and development?

A3. How safe do learners feel? (*Limiting Grade*)

A4. Are learners able to make informed choices about their own health and well being?

A5. How well do learners make a positive contribution to the community?

Ref	Strengths	Evidence	Evidence Source
A1	Retention, Achievement, Success performance	<p>For 2011-2012:</p> <p>Literacy Courses Retention Rate was 90.27%, Literacy Courses Achievement Rate was 100.00%</p> <p>Literacy Courses Success Rate was 90.27%</p> <p>All of these compare very favourably with local and national benchmarks.</p>	SAR (ATN MI Data)
A1	High academic standards and levels of participation.	<ul style="list-style-type: none"> • Very thorough and continuous monitoring of performance ensures that issues of retention and achievement are acted upon swiftly and effectively to rectify issues of concern and disseminate examples of effective practice. This process contributes to impressive improvements. • Success rates amongst Literacy groups working towards their qualification remained very good with an overall success rate of 90.27% in Literacy. 	Course results and MI statistics.
A1	Outstanding levels of enjoyment for learning	<ul style="list-style-type: none"> • According to Learner surveys of 55 learners 98% between Sept 2011 – May 2012, 98% of Literacy learners commented that they liked the course and were satisfied with their 	Learner survey, Learner feedback forms both mid-point and end of the course. Learner comments during lesson

		<p>timings in the timetable.</p> <ul style="list-style-type: none"> Between Sept 2011 and May 2012, 96% of 55 learners surveyed confirmed that their ILPs had been completed, A further 98% felt that their colleagues were supportive and friendly. 	observations
A2	Excellent opportunities for learners to develop their economic and social well-being	<ul style="list-style-type: none"> ATN provides excellent opportunities for learners to improve their economic and social well-being. Lessons are catered to the interests and needs of the learners with great opportunities to develop their employability skills through activities to support personal finance, economic awareness, interview techniques, CV writing and other job application skills. Learners also develop the effective teamwork and problem-solving skills which boost their self confidence and further enhance their employability. According to Course Evaluation Review Report Apr 2012, most tutors stated that their students are convinced that the courses would help them to improve their financial status. Tutors monitor learners' achievement and support is provided on individual as well as group basis. Individual Learning Plans are maintained on paper and retained in the tutor's file, with each learner keeping a copy in their individual files. 99% of learners also felt that other members of their group were friendly and supportive 	Course Evaluation Report ILPs SOWs Mid-term and course-end Reviews Learner survey
A3	Feeling safe	<ul style="list-style-type: none"> The safety of learners is given very high 	SOW

	<p>priority and learners overwhelmingly report that they feel safe at ATN. Learner Survey reports that 100 % of learners agreed that their class was a safe place to learn.</p> <ul style="list-style-type: none"> Teaching and Additional Support Staff ensure that learners adopt safe working practices, particularly in using computer and other equipment that facilitate their learning by setting the ground rules in the Induction in the beginning of the course. All learners are provided with a Health and Safety induction. Learners sign to state that they have read and understood health and safety rules. Regular Health and Safety inspections and audits are carried out. Tutors included topics such as 'Staying Safe' and 'Health and safety at workplace', etc. in their lessons promoting a safe and learning environment. There were no accidents or incidents involving learners or staff reported during the academic year. 	<p>Induction pack</p> <p>Incident reporting Book</p> <p>Learner survey</p>
A4	<ul style="list-style-type: none"> Schemes of Work include topics related to well-being in childhood and later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. For example, at ATN learners practise language skills related to the topic of Health by role play, booking appointments with the GP, learning about what constitutes a healthy life-style, etc. 	<p>SOW</p> <p>Induction pack</p> <p>Learner survey</p>
A5	<ul style="list-style-type: none"> Learners are also positively engaged in all aspects of learning and social networking 	<p>SOW</p> <p>Course reviews</p> <p>Learner Surveys</p>

		<p>with their peers.</p> <ul style="list-style-type: none"> • 98% of 55 learners surveyed confirmed that their colleagues were supportive in the Learner Survey. 	
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(add or delete rows as required))

Ref	Areas for Improvement	Evidence	Evidence Source
A6	Attendance needs to be improved for evening literacy classes. Most learners are in employment and find it difficult to attend five evenings a week. Consider the possibility of reducing the number of evenings per week	Manager's and Tutors' feedback	Class registers
A7	Retention in one group was 67% and needs to be improved to the current ATN average of 90%	Four out of twelve learners dropped out	Class register

(add or delete rows as required)

CIF: B. QUALITY OF PROVISION	Self Assessment Grade	X	Validated Grade	X
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The evaluation of:

- B1. How effectively do teaching, training and assessment support learning and development
- B2. How effectively does the qualification, course or programme meet the needs and interests of users?
- B3. How effectively does the team make use of partnerships to develop the course and meet learners' needs?
- B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Ref	Strengths	Evidence	Evidence Source
B1	Good implementation of effective teaching and learning tools, strategies to motivate and challenge learners and to develop learner autonomy.	<ul style="list-style-type: none"> • Learners recognise and appreciate the very high quality teaching that they experience on their courses. 98 % of learners rate quality of teaching as outstanding as they find their teachers 	Course Evaluation records Franchise Student Questionnaire – end of course review records.

		<p>as very supportive and helpful. 98% agreed that they had improved their language skills and had benefitted from the lessons. 95% learners have confirmed that they would recommend the course to others.</p> <ul style="list-style-type: none"> According to Course Evaluation Review report all teachers rated their instruction and students' learning as excellent. 	
B1	Very effective strategies have been used to encourage learner contribution and their improvement.	<ul style="list-style-type: none"> Observers identified that most tutors have been successful in ensuring active participation. Learner performances have been constantly reviewed and were given constructive feedback on their progress of learning. 96% students agreed that they had completed their ILPs and achieved the learning goals. 	<p>Mid course and Course End Review records</p> <p>Mid course evaluation</p>

B2	A number of enrichment activities such as visiting the library and celebration of Women's day, Diwali, Fundraising events to support a poor student and Award Function	<ul style="list-style-type: none"> • ATN Southall celebrated International Women's day which created opportunities for learners to express their views on the importance of women in today's society, which was also a learning opportunity for Adult Literacy learners to achieve their individual learning targets such as taking part in discussions, following instructions, expressing opinions, etc. • One female learner in her speech on International Women's Day said, " we know more about the responsibilities now. We have the power to change our family, society, country and the whole world...but at first change should begin from within...from ourselves." 	
B2	Highly qualified teaching and /support team	<ul style="list-style-type: none"> • ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. ATN has appointed 6 new staff to provide professional support to all teaching staff. • All teachers have got relevant teaching qualifications at the appropriate level. All support staff have relevant subject related vocational experience and qualifications. • All fulltime teachers have undertaken minimum of 35 hours of CPD and the part-time staff have done at least 20 hours of CPD. • In May 2012 all members of teaching 	Staff profiles, Quality Assurance folder. CPD records.

		<p>and support staff were provided training on integrating IT onto their delivery of lessons. In January 2012 all members of staff were provided with training on standardisation of marking.</p> <ul style="list-style-type: none"> After every terminal mock and final assessment tutors received written as well as verbal feedback from their respective Internal Verifiers. 	
B2	Excellent planning and delivery of lessons	<ul style="list-style-type: none"> At the beginning of every term all tutors designed and submitted employment specific Scheme of Work with focus on developing learners' employability skills. All tutors submitted their detailed lesson plans on a daily basis, which included SMART aims and objectives, differentiation strategies, variety of activities and tasks, strategies for formative assessment, self evaluation of lessons, etc. Highly effective implementation of these strategies was evident in most of the tutor observations. Majority of learners have confirmed that they have become more confident and optimistic to obtain jobs after the successful completion of their courses at ATN. A range of resources and materials such as projectors, OHP, laptops are used by tutors. IT rooms were used by all the Literacy learners for at least 3 hours a week. 	Lesson plans folder Quality Assurance folder IT Room Availability Schedule Observation records
B3	High standards of assessment practice aimed at enhancement of learning	<ul style="list-style-type: none"> Administration of initial and diagnostic assessments enabled teachers to 	External verification reports

	<p>identify learner strengths and weaknesses and facilitate their learning and progress.</p> <ul style="list-style-type: none"> • External Verifiers continue to consistently report the timeliness, fairness, accuracy, consistency and reliability of assessments. Assessment schedules and robust internal verification processes continue to contribute to maintain the highest standards of assessment and verification in response to changing quality assurance arrangements by awarding bodies. • 98 % of 55 learners surveyed confirmed that they were provided with appropriate information of their course prior to commencement 	Quality Assurance Folder	
B3	<p>Excellent rapport between teachers and learners that enables to create very effective ILPs with focus on learner needs and individual differences.</p>	<ul style="list-style-type: none"> • ILPs and attached evidences show that majority of Literacy learners have significantly improved their language skills and improvements enabled progression to higher levels. • Training provided to tutors create SMART targets for Individual Learning Plan, which are designed together with learners with a focus on their individual needs and differences. The targets are regularly reviewed and all tutors ensure that the targets are achieved by all the learners. Learner Survey (April 2012) revealed that all learners had achieved the learning goals and objectives set for them. 	ILPs Course folders Learner survey Quality Assurance folder

		<ul style="list-style-type: none"> All tutors have completed a group profile in order to identify the learners' interests and aspirations according to which tutors can prepare the lessons to maximise learning. 	
B4	Constant review of learner progress	<ul style="list-style-type: none"> Effective assessment of learner progress and performance using a range of formative assessment strategies and mid-term and course end reviews. Learners set effective and challenging short and long term learning goals that are reviewed regularly. 	Course folders ILP folders
B4	High quality formative feedback that facilitates learner progress	<ul style="list-style-type: none"> Excellent formative feedback, both verbal and written given to learners to support their understanding and enhance their academic performance. This feedback takes a variety of forms as appropriate to the course level, and form of assessment. Feedback is always aimed at learner development that is realistic and achievable. Observation reports June 2012 - 'All learners agreed that their teachers checked their works constantly and both tutors and learners are aware of learners' progress'. 	Mid-point evaluation Observation records
B4	Outstanding care, guidance and support	<ul style="list-style-type: none"> Care, guidance and support for learners are outstanding. There are excellent targeted support and welfare services available to all learners. These include Additional Support, Advice and Guidance, Student Welfare, etc. Initial assessment, Diagnostic test, 	Learner survey

		<p>learner and class profiles accurately identify additional support needs and the linguistic competence levels of all learners which help to ensure that learners receive additional help, if required.</p> <ul style="list-style-type: none"> • The retention rate (90%) and the achievement rate (100%) for learners in receipt of additional support has increased and these rates are notably above the national averages for LLDD students (National Average %). • According to course end learner surveys (Apr 2012) (96%) of learners rated the support they received from the organisation as 'outstanding'. • ATN's excellent welfare service offers information, advice and support on a range of issues including learner finance and travel. For example, in June 2012 ATN conducted a fund-raising to support a student's family whose husband died. • 40 Literacy learners received additional support in 2011 -2012. Individual or small group additional support was made available from the first week of learners beginning their training. • Learners receive extensive support to ensure they are on the most appropriate courses. A specialist admin team guides and supports learners with more complicated profiles. 	
B4	Comprehensive induction process	<ul style="list-style-type: none"> • As in previous terms, all tutors and learners have completed the Induction 	Induction pack Course End Evaluation Report

		<p>Pack, which made all learners aware of their rights and responsibilities as students of ATN through first day induction.</p> <ul style="list-style-type: none"> • Thorough and highly-skilled process of interview, confirmation and induction ensures that comprehensive initial assessment information is gathered and effectively related to the programme of study, individual needs and learning styles. For example, 94 % of learners rated the information and advice about their course prior to enrolment as outstanding (Course End Evaluation Report Apr 2012). • Student Profiles enable all staff to differentiate assessments and related activities to the requirements of individual learners. In addition, where relevant, courses undertake their own initial assessment of learners to supplement this process. Tutors in Course Evaluation Report agree that their strong knowledge of individual students contribute to differentiated learning. • Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' needs and interests. 	Course-folder
B4	Good progression opportunities	<ul style="list-style-type: none"> • Clear progression routes exist to enable learners to achieve their potential. Learners are enabled to accumulate their skills and make incremental progress from Entry level 1 to Entry Level 	ILPs Learner surveys bar charts

		<p>3 for Literacy courses through curriculum content and structure.</p> <ul style="list-style-type: none"> Review of ILPs show that nearly all Literacy learners significantly improved their linguistic competence which enabled progression to higher level courses. 91% of learners surveyed confirmed that they were equipped to go into a job situation or progress into a job on completion of the course. 	
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
B5	More enrichment activities to be planned to ensure that learners have a broader range of opportunities to practice their Speaking Listening, Reading and Writing Skills	Staff feedback	Feedback from tutors Registers
B6	Tutors need to attend refresher training in diagnostic assessments.	Diagnostic assessments are not categorised into emerging, consolidating or established which is essential for effective differentiated teaching and learning	Regional Manager
B7	ATN intends to design and deliver refresher training for Equality and Diversity to support effective promotion of Equality and Diversity in teaching and learning.	ATN staff have not attended Equality and Diversity training previously. Given that the ATN learner intake is from many communities (eg African, Eastern European, Asian, Somali, Afghani, Pakistani, Indian) it is prudent that the staff team are sensitive to issues of cultural diversity and that the course content more effectively reflects the diversity of the learners.	Staff CPD records confirm that Equality and Diversity training has not been undertaken
B8	Need to have an experienced team to assess and identify learners with Learning Difficulties and Disabilities to ensure appropriate support is available for them.	All staff have not had any training identifying learners with special needs such as dyslexia, mental health issues and physical disabilities.	Staff CPD records and staff feedback

(add or delete rows as required)

CIF: C. LEADERSHIP AND MANAGEMENT / FE Choices: Success rates, Learner and Employer Satisfaction	Self Assessment Grade	X	Validated Grade	X
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The evaluation of:

C1. How effectively does the curriculum management team raise expectations and promote ambition throughout the team?

C3. How effectively does the team promote the safeguarding of learners? (*Limiting Grade*)

C4. How effectively does the team actively promote equality and diversity, tackle discrimination and narrow any achievement gaps on the course? (*Limiting Grade*)

C5. How effectively does the team engage with users (students, parents, employers, business support functions) to support and promote improvement?

C6. How effectively does the team use data and other information to improve quality of provision and the outcomes for learners?

C7. How efficiently and effectively does the team use its available resources to secure value for money?

Ref	Strengths	Evidence	Evidence Source
C1	Effective curriculum management to raise expectations and promote ambition.	<ul style="list-style-type: none">ATN invests heavily in adult Skills for Life and Literacy courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners. It has training centres in six separate London boroughs including Barking & Dagenham, Ealing, Hounslow, Hillingdon, Newham and Waltham Forest.In negotiation with tutors aspiration and realistic levels of achievement is set for each learner.ATN inspires learners to actively consider	Observation records ILPs SOWs Lesson plans

		<p>employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. Learners are supported by tutors and ALSs to create their CVs, learn interview techniques to perform better in job interviews and obtain their dream jobs.</p> <ul style="list-style-type: none"> • The quality of teaching and learning is the primary to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observations were carried out by ATN's experienced observers in November 2011 and July 2012 and who themselves were assessed by RUTC staff in April 2012 to ensure accuracy and consistency of judgments. • High expectations of learners and staff are challenged and highly valued. All learners were interviewed a few times to ensure appropriate course and level. Majority of earners on various courses have progressed to next level. • 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. 	
C2	High quality and safety of learning resources	<ul style="list-style-type: none"> • ATN has a predominantly adult population of learners. Within this context ATN ensures that learners are 	Course Evaluation Report Learner survey

		<p>both stimulated by and appropriately safeguarded in the learning environment. 100% of learners and teachers have rated ATN highly as a safe and welcoming place to work and learn. 98% of learners surveyed agreed that the building, rooms and facilities used for the courses are clean and safe which are 'hazard-free'.</p> <ul style="list-style-type: none"> • Well equipped classrooms that are arranged with subject specific posters and models of student work. Learners reported that they felt valued and motivated during their courses at ATN. Learner midpoint Evaluation Report, June 2012: "<i>Teacher has made me more creative and responsible by giving me opportunities to decorate the classroom room walls.</i>" 	<p>Observation reports</p> <p>Learner midpoint Evaluation Report</p>
C3	Safeguarding	<ul style="list-style-type: none"> • ATN has a written Recruitment Policy. The policy covers all aspects of recruitment including, the composition of the Selection Panel, Advertising the vacancy, how applicants will be expected to express an interest in the vacant post, how short-listing will be undertaken, the methods of selection that should be used, the criteria and procedures to be used in connection to the appointment and the process for Monitoring and Review of the Selection process. By way of example the first section on the procedures connected with an appointment reads, • Any offer of employment must only be 	

		<p>made to candidates who meet the relevant selection criteria, and in normal circumstances, to the candidate identified as the "best" candidate by the selection panel. Offers of employment will be confirmed in writing, although may be initially communicated by telephone. Offers of employment will remain conditional until and upon the receipt and clearance of all pre-employment checking, to the satisfaction of the Company. These include:</p> <ul style="list-style-type: none"> • References - two written references must be obtained, one being from the current or most recent employer. • Criminal Records Bureau Disclosures - for certain identified posts, in accordance with the Police Act 1997. • Asylum and Immigration - checks regarding entitlement to work in the UK must be made for all prospective employees who are not currently employed by the Company. • Qualification and Registration Certificates - checks must be made to ensure the relevant qualifications have been awarded and any necessary registration is up to date. 	
C4	Highly effective promotion of equality and diversity.	<ul style="list-style-type: none"> • Excellent promotion of equality and diversity that is central to the ethos of the organisation. Great emphasis is placed on equality and diversity in the 	Observation reports Learner resources

	<p>early stages of the relevant courses is reinforced throughout the year.</p> <ul style="list-style-type: none"> • Excellent equality of opportunity exists at ATN for learners with learning difficulties and disabilities. All courses monitored through entrance requirements are open to all learners. Good models of equality and diversity is evident in classroom management and through the effective use of ALSs. • Additional Support is available to ensure learners' improvement is not jeopardised by their learning difficulties or disabilities. For example, during Sep 2011 – July 2012 , all 113 Literacy learners were provided with additional support. The attainment rate for learners who are provided with additional support is consistently high (100%). • ATN's observation paperwork is very effective in prompting tutors to promote equality and tackle discrimination. Observation reports suggests that all teachers were very much aware of the cultural issues that arise in multicultural classrooms and the strategies they can employ to ensure effective differentiation. • Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. For example, based on the information on learner profile and ILPs teachers modify their SOWs and lesson plans to accommodate individual differences 	<p>CER report</p> <p>Learner profiles</p> <p>Course Time tables</p>
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	<p>and individual needs in teaching sessions.</p> <ul style="list-style-type: none"> • Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. For example, In May 2012 ATN invested significantly on the purchase of SmartScreen and IT based resources to facilitate provision of Literacy courses. Teachers are also encouraged to design their own materials based on the cultural background of the learners in their class. • The current (DfES) Skills for Life resource pack and DIUS materials which embed basic skills into key subject areas such as ICT are being used more consistently and widely, since these materials are generated specifically for the qualifications with a focus on equality and diversity. • Classroom walls are decorated with posters designed with a 'Respect All' theme which reminds students of their responsibilities to respect the freedom of other individuals and especially not to offend any other individual on any basis such as race, culture, religion, language, lifestyle, gender, relationships etc. • Muslim students are provided with a 'prayer area'. ATN also ensures to avoid parties during Ramdan month or lent seasons. Different religious festivals were celebrated with same vigour and 	
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		<p>enthusiasm. For example ATN celebrated Diwali, Christmas and Eid in respective months.</p>	
C5	Engaging with users	<ul style="list-style-type: none"> There are student representatives on the course review groups and satisfaction surveys are regularly undertaken. Any comments and suggestions including those posted in the Comments and Suggestion Boxes are carefully considered and where possible adopted and assimilated into the existing programmes and into programme developments. Where appropriate ATN's employer engagement staff discuss employer requirements and expectations and included these in course design. 	Satisfaction surveys, course review documents. Customer Comments and Suggestions
C6	Use of data	<ul style="list-style-type: none"> ATN monitors all data regarding learner engagement, outcomes and progression, including EO data. This monitoring is used for early identification of possible issues relating to all aspects of ATN's delivery. Data is compared to national norms, local demographics, and ATN's previous performance, to ensure all programmes are performing at the best possible level. 	MI Data, Local and National Data sources
C7	Value for money	<ul style="list-style-type: none"> As a franchise operation delivering effective and successful learning programmes, we believe ATN offers excellent value for money. Although there was a 93% increase in learners compared to last year there was only a corresponding 15% increase in staffing levels, indicating an effective 	RUTC Contract Manager, SAR reports , RUTC Ofsted report, HR files

		utilisation of human resources.	
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
C9	Ensure that retention, achievement, success and attendance patterns are available in relation to gender and ethnicity. This will enable ATN to better target its resources and strategy for maximum impact.	Data currently not analysed	MI Systems
C10	Progression routes information is collected but not analysed. This analysis is one of the means by which the effectiveness of the learning can be measured.	Analysis data not available	MI Systems

(add or delete rows as required)

SUMMARY AND VALIDATION

SUMMARY OF STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
Recruitment target exceeded	Attendance % to be improved to reach benchmark requirements
Retention Rate 90.27%	Staff to attend refresher training in initial and diagnostic assessments.
Achievement Rate 100.00%	Equality and Diversity and Disability Awareness Training to be organised for relevant staff.
Success Rate 90.27%	Ensure that retention, achievement, success and attendance patterns are available in relation to gender and ethnicity. This will enable ATN to better target its resources and strategy for maximum impact
	More enrichment activities to be planned to ensure that learners have a broader range of opportunities to practice their Speaking, Listening, Reading and Writing Skills

A: Outcomes for Learners		B: Quality of Provision		C: Leadership and Management		Overall	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
2	2	2		2		2	

Grade 1: Outstanding; Grade 2: Good; Grade 3: Satisfactory; Grade 4: Inadequate

Validated by (Name(s)):	Sarjeet Singh Gill
Job Title(s):	Managing Director
Date:	27/7/12
Signature(s):	S Singh Gill

Appendix D

Adult Training Network's Self-Assessment Report For Waltham Forest College

PERFORMANCE REVIEW 2011-12

Curriculum Manager	Sarjeet Singh Gill			Curriculum Area	ESOL	Review dates	06.09.12	
SSA		1011SA R Grade					11/12 Self Assessed Grade	
Level <i>tick which applies</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> H	<input type="checkbox"/>			
Course Type <i>tick which applies</i>	<input type="checkbox"/> Long	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/> Under 16	<input type="checkbox"/> 16-18	<input type="checkbox"/> 19+	<input checked="" type="checkbox"/>	<input type="checkbox"/> Franchise <input checked="" type="checkbox"/>

Observation Profile	Total No. of Staff	Grade 1		Grade 2		Grade 3		Grade 4		Total No. of Observations	
		No.	%	No.	%	No.	%	No.	%	No.	%
2010-2011	7	0	0	2	33.3	4	66.6	0	0	6	85.7
2011-2012	11	0	0	5	42	5	42	1	8	11	100

Key to grading of data: S = Strength B = Baseline W = Weakness

A. Outcomes for Learners:

A1. a) How well do learners achieve and enjoy their learning?

A1. b) How well learners progress

Includes an evaluation of achievement, retention, progression, attendance, value added, success rates of different groups. student enjoyment, standard of student work and progression in relation to their goals,(recorded on ILP), development of personal and social skills, enrichment activities, EV reports, workplace skills, development of literacy, language, numeracy and Key/Basic and Functional Skills

Date		KPI	CA %	S	B	W	Summary statement (evaluative and evidence based)				
November	Attendance	80% 14-16s	84%			W	Attendance this term averages out at 84% with a class high of 94% and a low of 73%. The average figure of 84% is 3% lower than the college's KPI figure of 87%. In comparison with the previous term (April – July 2011), this term's figure is a 4% increase. Like for life, this term's figure of 84% is identical to that of the same period in the previous academic year (2009/10).				

		85% 16- 18s 87% for 19+			<p>In comparison, to ATN's overall attendance over the last 3 years, the figure of 84% is 4.13% higher than the 79.87% achieved in 2010/11, which was in turn a 0.91% increase on 2009/10's figure. The figure of 78.96% in 2009/10 was 11.96% higher than the figure of 67% in 2008/09.</p> <p>The overall attendance for the Manor Park centre is 82% and it is 85% in the Leyton centre.</p> <p>Looking at different times of the day, the Manor Park morning average figure is 81.5%, 8.5% lower than the Leyton morning average of 90%. Manor Park afternoon classes average out at 82.8%, 0.8% higher than the 82% at Leyton. With no evening classes at Manor Park, the sole figure is for ATN Leyton's evening classes, averaging out at 85%.</p> <p>In comparison to last term's figures, ATN Leyton's morning figure of 90% is 5% higher than the 85% recorded in April – July 2011. The afternoon figure of 82% is 3% lower than the previous figure of 85%. Last term, both ATN Manor Park's morning and afternoon classes averaged out at 79%, the current figures of 81.5% (morning) and 82.8% (afternoon) are 2.5% and 3.8% higher, respectively.</p> <p>The previously instituted inclusion of a half-term, corresponding to that of the local schools, has contributed to the raising of attendance rates. Past performance indicated that attendance figures drop substantially over half-term weeks due to many learners having family commitments. The inclusion of a half-term break negates against the drop in attendance usually encountered when running courses without a break as well as increasing attendance patterns over the rest of the term.</p> <p>As referred to in the previous Review, other reasons for improvements in the attendance rate are:</p> <ul style="list-style-type: none"> • ground rules established in each class • tutors monitoring learners' attendance on a daily basis • better course scheduling (i.e. morning classes start at 9:30, enabling parents to drop their children at school) • some classes run 2 or 3 times a week - having fewer, but more intensive classes each week encourages learners to attend promptly and regularly <p>The current figure for punctuality is 93%, with an average of 95% at ATN Leyton and 89% at ATN Manor Park. Both figures are higher than the 87% average recorded for the term April – July 2011. The figure is also 4% higher than the 89% recorded for the first term in the 2010/11 academic year.</p> <p>By centre, punctuality in Leyton's morning classes averages out at 94% in the morning, 96% in the afternoon and 96% in the evening. In Manor Park, the current punctuality rate for morning classes is 90% and 87% in the afternoon.</p> <p>Statistics for Attendance can be seen in Appendix 1.</p>
March				B	<p>ATTENDANCE</p> <p>Current attendance indicates an overall 82.5% for both ATN Leyton [84%] and ATN Manor Park [81%]. This is a -4.5% decrease on the WFC target. Like for like on 2010/2011 term 2 = 81%, ATN Leyton [81%] and ATN Manor Park [81.1%]. This is a +1.5 % increase which is excellent.</p> <p>Last term overall attendance for both ATN Leyton [79%] and ATN Manor Park [82%] stands at 80.5%.</p> <p><u>ATN Leyton</u></p> <p>Current overall attendance for ATN Leyton sits at 84%, for the morning, afternoon and evening provision. Like for like on 2010/2011 term 2 = 81% the average attendance has increased +3%.</p> <p>This term, the highest attendance = 96% for E2 S&L in the morning (ATN714GAT) and the lowest attendance = 75% for E1 S&L in the morning (ATN710GAT). There are only 5 learners enrolled on this program. Reasons for the low attendance are, job centre appointments, illness and personal issues.</p> <p>Last term the overall attendance was 79% for the morning, afternoon and evening provision. Like for like on 10/11 term 2 = 81%. This is a -2 % decrease. This drop was due to the poor attendance of the E2 S&L group in the afternoon</p>

						(ATN706GAT) [66%]. There were 7 learners enrolled on the program and the reasons for the overall low attendance were, job centre appointments, illness and personal issues.
						The highest attendance was 87% for the E1 FA group in the morning.(ATN701GAT)
						The current overall attendance for the evening provision sits at 80.5%. Like for like on 2010/2011 term 2 = 82.5%. This is a -2% decrease. This decrease is due to changes in learners' working hours.
					S	<u>ATN Manor Park</u>
						Current overall attendance for ATN Manor Park sits at 81%, for both the morning and afternoon provision. There is no WFC evening provision. Like for like on 2010/2011 term 2 = 81.1% the average attendance has insignificantly decreased -0.1 %.
						The highest attendance = 88% for E1 S&L in the morning (ATN606MAN) and the lowest attendance = 74% E1 S&L in the afternoon (ATN610MAN).
						Last term the overall attendance was also 81 % for the morning and afternoon provision. Like for like on 10/11 term 1 = 78 %. This is a +3% increase
						Last term, the highest attendance = 88% for E1 Full Award in the morning (ATN606MAN) and the lowest attendance = 64% for E2 FA in the morning (ATN607MAN). Reasons for the low attendance are childcare issues and possibly due to the fact that the course overlapped two terms. However, it is mitigated by a potential success rate of 93%
						This term, the highest attendance = 88% for E1 Full Award in the morning (ATN608MAN) and the lowest attendance = 74% for E1 S&L in the afternoon (ATN610MAN).
						PUNCTUALITY
						Current punctuality averages an overall 90% for both ATN Leyton and ATN Manor Park. Like for like on 10/11 term 2 = 88%. This is a +2 % increase. Learners' punctuality will continually be monitored in order to maintain and increase our punctuality rates.
						<u>ATN Leyton</u>
						Current overall punctuality for ATN Leyton sits at 94%, for the morning, afternoon and evening provision. Like for like on 2010/2011 term 2 = 87 % the average punctuality has increased +7 % due to positive and regular interaction between staff and learners, ensuring good punctuality rates.
						The highest punctuality = 100% for E2 FA and E2 S&L (ATN715GAT and ATN716GAT) in the morning and the lowest punctuality = 83% for E3 S&L. This course is held 2 days a week from 9.30-12.30 and 1-4.
						Last term the overall punctuality was 91% for the morning, afternoon and evening provision. Like for like on 10/11 term 1 = 85%. This is a +6 % increase. Reasons for this improvement are learners have no personal issues and also there is positive and regular interaction between staff and learners, ensuring good punctuality rates.
						<u>ATN Manor Park</u>
						Current overall punctuality for ATN Manor Park indicates an overall 86%, for both the morning and afternoon

						<p>provision. There is no WFC evening provision this term. Like for like on 2010/2011 term 2 = 89%. This is a 3% decrease due to learners' health and childcare issues.</p> <p>The highest punctuality = 93 % for E1 S&L (ATN611MAN) in the afternoon and the lowest punctuality = 68% for E1 S&L in the afternoon (ATN610GAT). Reasons for the low punctuality are learners' health and childcare issues.</p> <p>Last term the overall punctuality was 89% for the morning and afternoon provision. Like for like on 10/11 term 1 = 87%. This is a +2% increase.</p>
June				B		<p>ATTENDANCE</p> <p>The attendance rates continue to reflect the previous trends, but there has been some reduction in the percentage of attendance by 7.5% which is 75% cumulatively for ATN Manor Park (72%), Barking (75%) and Leyton (78%). There have been a number of contributing factors, including public and school holidays and adverse weather. However, current attendance rates have recovered to the previous levels. Many of the courses have single figure enrolments and as a result individual learners account for a significant percentage each.</p> <p>PUNCTUALITY</p> <p>Current punctuality of 91% continues to reflect the previous trends. With many new courses starting this term, and many new learners, it is expected that the punctuality rates will continue to increase over the rest of the year. The setting of ground rule and punctuality has been re-visited by all tutors.</p> <p><u>ATN Leyton</u></p> <p>Current overall punctuality for ATN Leyton sits at 93%, for the morning, afternoon and evening provision, which is 1% lower than last term. However, due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will recover to the previous level and may even improve.</p> <p><u>ATN Manor Park</u></p> <p>Current overall punctuality for ATN Manor Park indicates an overall 88% an increase of 2%, for both the morning and afternoon provision. This is due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will be maintained and may even improve.</p> <p>The highest punctuality is 93% for and the lowest punctuality has improved from 68% to 80%.</p> <p><u>ATN Barking</u></p> <p>Current punctuality levels are very good with 2 out of the 3 courses showing a rate of 98% or above showing that there is very positive interaction between learners and teachers and learners are eager to progress with their learning.</p>
End of year statement for 2011/12 SAR						<p>ATTENDANCE</p> <p>The attendance rates continue to reflect the previous trends, but there has been some reduction in the percentage of attendance by 7.5% which is 75% cumulatively for ATN Manor Park (72%), Barking (75%) and Leyton (78%). There have been a number of contributing factors, including public and school holidays and adverse weather. However,</p>

								current attendance rates have recovered to the previous levels. Many of the courses have single figure enrolments and as a result individual learners account for a significant percentage each.
PUNCTUALITY								
Current punctuality of 91% continues to reflect the previous trends. With many new courses starting this term, and many new learners, it is expected that the punctuality rates will continue to increase over the rest of the year. The setting of ground rule and punctuality has been re-visited by all tutors.								
								<p><u>ATN Leyton</u> Current overall punctuality for ATN Leyton sits at 93%, for the morning, afternoon and evening provision, which is 1% lower than last term. However, due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will recover to the previous level and may even improve.</p> <p><u>ATN Manor Park</u> Current overall punctuality for ATN Manor Park indicates an overall 88% an increase of 2%, for both the morning and afternoon provision. This is due to positive and regular interaction between staff and learners, it is expected that as the term progresses there rates will be maintained and may even improve.</p> <p>The highest punctuality is 93% for and the lowest punctuality has improved from 68% to 80%.</p> <p><u>ATN Barking</u> Current punctuality levels are very good with 2 out of the 3 courses showing a rate of 98% or above showing that there is very positive interaction between learners and teachers and learners are eager to progress with their learning.</p>

Date		KPI	CA %	S	B	W	Summary statement (evaluative and evidence based)
November	Retention (actual enrolments against 11/12 projections)	95.1 %		S			<p>This term ATN has enrolled 163 learners and is anticipating a retention rate of 95.15%. This figure is 6.37% higher than the 88.78% recorded last term (April – July 2011) and 7.5% higher than the 88% recorded for the same period in the previous academic year.</p> <p>In comparison to previous academic years, the current figure of 95.15% is 3.88% higher than the 2009/10 figure of 91.27%, which was 1.73% lower than the 2008/09 figure of 93%. The 2008/09 figure was a 2.6% increase on the figure of 90.4% achieved in 2007/08.</p> <p>By centre, Manor Park's average class retention is currently 92.56%. The average for the morning sessions is 97.1% and 83.5% in the afternoon. In truth, the centre's retention would be closer to 97% if not for the class ATN604MAN, where a series of unpredictable withdrawals have brought the percentage down. Reasons include: 2 learners were mandated to alternative provision by the Job Centre, 1 withdrew due to long term illness, 1 left the country because of personal reasons, and 1 stopped attending and responding to calls. In Leyton, the average retention rate is 96.7%, retaining 98% of learners in morning classes, 96.5% in the afternoon and 94.5% in the evening.</p> <p>The previously mentioned class notwithstanding, improvements in the retention rate may be attributed to a number of factors, including:</p> <ul style="list-style-type: none"> • Better scheduling of classes – avoiding religiously significant holiday periods (i.e. Ramadan, Christmas, Diwali) and instituting a half term break • Increased importance placed on tutorial sessions, further personalising the learning experience • Increased access to ICT resources, blending more functional skills into each class

						Statistics for Retention can be seen in Appendix 1.
March			S		S	<p>This term ATN predicts an enrolment of 184 learners on ESOL programmes. Like for like on 10/11 term 2 the number of learners enrolled was 170.</p> <p>Last term ATN enrolled 176 learners. Like for like on term 1 10/11 = 137 enrolments. The number of enrolments throughout the academic year has remained steady.</p> <p>The forecasted number of learners for the whole 2011/2012 academic year is approximately 520. Like for like the total number of enrolments on 2010/2011 was 370. This is a +28.5 % increase. This increment in the number of learners is reflective of the increase in contract value and extra funding.</p> <p>The ATN has also started running a course City and Guilds Customer Service Level 2, an EDI Preparing for Employment Level 1 at ATN Barking Training Centre and is proposing to commence a C&G L2 Cert in the Principles of Business and Administration on the 27th Feb 2012.</p> <p>Retention</p> <p>For this term ATN predicts an overall retention rate for both ATN Leyton and ATN Manor Park at 96.1 %. Like for like this is a +6.1% increase on the WFC target. Like for like on 2010/2011 term 2 = 95.5 %. This is a +0.6% increase reflecting good quality teaching and learning. Learners are also positively engaged in all aspects of learning and social networking with their peers.</p> <p><u>ATN Leyton</u></p> <p>This term ATN Leyton predicts an overall retention at 97%, for the morning, afternoon and evening provision. Like for like on 2010/2011 term 1 = 95 %. This is a + 2% increase reflecting good quality teaching and learning. Learners are also positively engaged in all aspects of learning and social networking with their peers.</p> <p>Last term the overall retention rate was 91% for the morning, afternoon and evening provision. Like for like on 10/11 term 1 = 89%. This is a +2% increase. Last term the courses with the lowest retention rate = 71% were the evening group Entry 1 S&L and Entry 1 FA (ATN708GAT, ATN709GAT). There were 7 learners enrolled on each programme, 14 in total. Two learners withdrew in each program, 4 in total, due to changes in their home addresses, jobs and unexpected personal issues.</p> <p>There were 5 courses with the highest retention at 100%: E1 S&L, E1 FA in the morning (ATN700GAT, ATN701GAT); E1 S&L, E1 FA in the afternoon (ATN702GAT, ATN703GAT) and E2 FA in the afternoon (ATN707GAT).</p> <p><u>ATN Manor Park</u></p> <p>Current overall retention for ATN Manor Park sits at 95.2 % for both the morning and afternoon provision. There is no WFC evening provision this term. Like for like on 2010/2011 term 2 = 96% the average retention has slightly decreased</p>

						<p>insignificantly -0.8%. The high retention rate reflects good quality teaching, a supportive learning environment and positive learner engagement with all aspects of learning including the opportunity for learners to network socially with their peers.</p> <p>Last term the overall retention rate was approximately 86% for the morning and afternoon provision. Like for like on 10/11 = 87 %. This is a -1% decrease.</p> <p>Last term the course with the lowest retention rate = 80% was the morning group Entry 1 S&L (ATN601MAN). The course with the highest retention = 95% was the morning group E2 FA (ATN603MAN)</p>
June			S			<p>The overall recruitment has reached 387 learners. Leyton 159 (41.1%), Manor Park 180 (46.5%) and Barking 48 (12.4%).</p> <p>Retention There are 37 withdrawals from 387 recruitments, which is an overall retention rate of 90.4% a 5.7% drop on the previous term partly due to the impact of the Work Programme at Manor Park where some learners were mandated to the programme after having started their course at ATN. For the 'Completed' Courses there were 26 withdrawals from 191 recruitments (86.4% retention) and for the 'Ongoing' courses 11 withdrawals from 196 recruitments (94.4% retention).</p> <p><u>ATN Leyton</u> To date there are 11 withdrawals from 159 recruitments (Overall 93.1% retention) which represents a 3% drop in retention and is not considered statistically significant. For the 'Completed' Courses there were 7 withdrawals from 72 recruitments (90.3% retention) and for the 'Ongoing' courses 4 withdrawals from 87 recruitments (95.4% retention).</p> <p><u>ATN Manor Park</u> To date there are 26 withdrawals from 180 recruitments (Overall 86% retention) which is 9% lower than the previous term. One plausible explanation could be the number of withdrawals due to some learners being mandated onto the JCP Work Programme. For the 'Completed' Courses there were 19 withdrawals from 108 recruitments (82.4% retention) and for the 'Ongoing' courses 7 withdrawals from 72 recruitments (90.3% retention).</p> <p><u>ATN Barking</u> To date there are no withdrawals and so the 'Complete' Courses and the 'Ongoing' courses are both showing 100% retention.</p>
End of year statement for 2011/12 SAR			S			<p>The overall recruitment for the year was 387 learners. Leyton 159 (41.1%), Manor Park 180 (46.5%) and Barking 48 (12.4%).</p> <p>Retention There are 37 withdrawals from 387 recruitments, which is an overall retention rate of 90.4%. For the 'Completed' Courses there were 26 withdrawals from 191 recruitments (86.4% retention) and for the 'Ongoing' courses 11 withdrawals from 196 recruitments (94.4% retention).</p> <p><u>ATN Leyton</u> During the year there were 11 withdrawals from 159 recruitments (Overall 93.1% retention).</p> <p><u>ATN Manor Park</u></p>

						During the year there were 26 withdrawals from 180 recruitments (Overall 86% retention). <u>ATN Barking</u> During the year there were no withdrawals (Overall 100% retention).
November	Success	95%	S			<p>The current figure for success is predicted to be 95%, with Manor Park predicting 91.5% and Leyton predicting a rate of 97%.</p> <p>The predicted success rate is 7% higher than the 88% achieved during the same period in the 2010/11 academic year. The predicted success rate is also 6.11% higher than the 88.89% achieved in the April – July 2011 term.</p> <p>Last year's cumulative success rate was 89.86% and the current figure of 95% is 5.14% higher. The 2010/11 figure of 89.86% was a drop of 1.28% on the figure of 91.14% recorded in 2009/10, which was a 0.14% increase on the academic year 08/09.</p> <p>By centre, the following success rates are predicted for the classes in each period:</p> <p>Manor Park morning classes predict a success rate of 95%, and 84% in the afternoon. The total possible success of the afternoon sessions has been limited due to a series of withdrawals as detailed in the previous section.</p> <p>In Leyton, the morning classes predict a success rate of 98%, 97% in the afternoon and 95% in the evening.</p> <p>By level, the highest success rate is anticipated to be for classes attempting learning aims at Entry 3 (100%), followed by Entry 2 (97%) and Entry 1 (91.9%). The predictions are based on the existing level of retention, assuming that in the majority of cases the learners will achieve. However, as there is currently only one class at Entry 3, the effect of a single withdrawal could result in the class success rate dropping below that of the other 2 levels. In truth, half of the total provision this term is at the lowest level (Entry 1) and thus, to predict a success rate in excess of 90% is testament to the dedication of the teaching and support staff in both ATN centres.</p> <p>Statistics for Success can be seen in Appendix 1.</p>
March						<p>This term ATN envisages 94% success rates. Like for like on 10/11 term 2 = 95% our success. This is a -1% decrease and is statistically insignificant. The maintenance of a high success rate is due to excellent teaching and learning, a supportive learning environment, highly committed and motivated staff, excellent leadership and direction and excellent resources and easy access to them (PIs refer to inventory of resources Appendix 3, refer to books, tapes and IT tabs)</p> <p><u>ATN Leyton</u></p> <p>This term ATN Leyton predicts an overall success rate at 94%, for the morning, afternoon and evening provision. Like for like on 2010/2011 term 1 = 95 %. This is a -1% decrease.</p> <p>Last term the overall success rate was 91% for the morning, afternoon and evening provision. Like for like on 10/11 term 1 = 89%. This is a +2% increase. Last term the courses with the lowest success rate = 71% were the evening group Entry 1 S&L and Entry 1 FA (ATN708GAT, ATN709GAT). There were 7 learners enrolled on each programme, 14 in total. Two learners withdrew in each program, 4 in total, due to changes in their home addresses, jobs and unexpected personal issues.</p> <p>The courses with the highest success rate= 100% were E1 S&L, E1 FA in the morning (ATN700GAT, ATN701GAT); E1 S&L, E1 FA in the afternoon (ATN702GAT, ATN703GAT) and E2 FA in the afternoon (ATN707GAT).</p> <p><u>ATN Manor Park</u></p> <p>Last term the overall success rate was in the rage of 84% for the morning and afternoon provision. (An E2 FA course ATN607MAN started on the 09/11/2011 and finished on the 10/02/2012 and the results are currently being Internally Verified). Like for like on term 1 10/11 = 83%.</p> <p>The course with the lowest success rate = 71% was the morning group Entry 3 S&L (ATN602MAN). Reasons for this are</p>

						that higher than average number of learners failed to turn up for the exam despite repeated attempts to contact them. The course with the highest = 95% was the morning group E2 FA (ATN603MAN).																								
						See Appendix 01 and 02 for Term 2 Attendance, Punctuality, Success and Retention Stats.																								
June			B			<p>Overall for the courses between Jan –July 2012 ATN envisages 88.6% success rate which is consistent with previous academic years but slightly lower than the previous term. The maintenance of a high success rate is due to excellent teaching and learning, a supportive learning environment, highly committed and motivated staff, excellent leadership and direction and excellent resources and easy access to them.</p> <p><u>ATN Leyton</u></p> <p>This term ATN Leyton predicts an overall success rate at 92%, for the morning, afternoon and evening provision, 2% lower than last term but statistically insignificant.</p> <p><u>ATN Manor Park</u></p> <p>This term ATN Manor Park predicts an overall success rate at 83%, for the morning, afternoon and evening provision.</p> <p><u>ATN Barking</u></p> <p>This term ATN Barking predicts an overall success rate at 98%, for the morning, afternoon and evening provision.</p>																								
						See Appendix for Term 3 Attendance, Punctuality, Success and Retention Stats.																								
End of year statement for 2011/12 SAR		S				<p>Overall for the year there was an 88.6% success rate.</p> <p><u>ATN Leyton</u></p> <p>During the year ATN Leyton had an overall success rate at 92%, for the morning, afternoon and evening provision.</p> <p><u>ATN Manor Park</u></p> <p>During the year ATN Manor Park had an overall success rate at 83%, for the morning, afternoon and evening provision.</p> <p><u>ATN Barking</u></p> <p>During the year ATN Barking had an overall success rate at 98%, for the morning, afternoon and evening provision.</p>																								
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November	Learner progression	S				<p>The following table displays the progression routes for all learners who participated in courses during the 2010/11 academic year:</p> <table border="1"> <thead> <tr> <th>Progression Route</th> <th>Number</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Progressed to FE</td> <td>168</td> <td>47.9</td> </tr> <tr> <td>Voluntary Work</td> <td>3</td> <td>0.9</td> </tr> <tr> <td>F/T Employment</td> <td>39</td> <td>11.1</td> </tr> <tr> <td>P/T Employment</td> <td>33</td> <td>9.4</td> </tr> <tr> <td>Other</td> <td>36</td> <td>10.3</td> </tr> <tr> <td>Self Employed</td> <td>6</td> <td>1.7</td> </tr> <tr> <td>Unemployed</td> <td>51</td> <td>14.5</td> </tr> </tbody> </table>	Progression Route	Number	Percentage	Progressed to FE	168	47.9	Voluntary Work	3	0.9	F/T Employment	39	11.1	P/T Employment	33	9.4	Other	36	10.3	Self Employed	6	1.7	Unemployed	51	14.5
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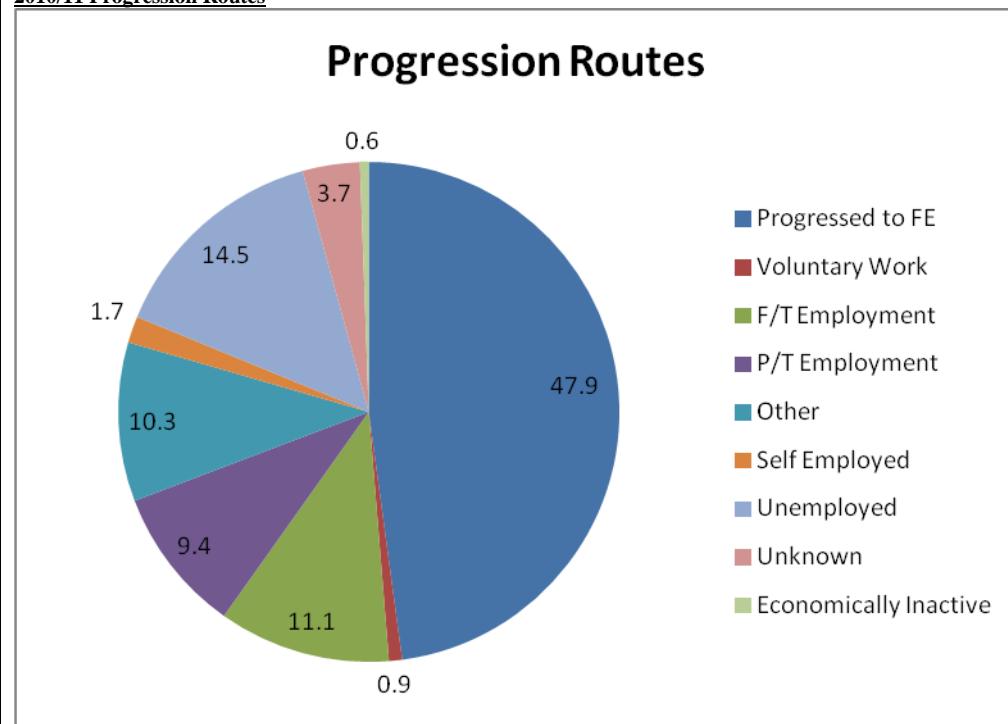
Unknown	13	3.7
Economically Inactive	2	0.6
	351	100.0

The vast majority of learners (47.9%) progressed into further education, in many cases progressing to the next level of ESOL within the organisation. As a combination of all of the employment outcomes (Full-Time, Part-Time & Self-Employed), 22.2% of learners progressed into employment (11.1% into Full-Time, 9.4% into Part-Time & 1.7% into Self-Employment). Although 14.5% of learners stated their progression route was to remain unemployed, the skills and confidence developed through studying with the ATN will provide a firm foundation from which to progress.

The number of learners whose progression route was unknown was quite low at 3.7% (or 13 learners). Of the 13 learners, 10 did not achieve their qualification outcome – in many cases because learners stopped attending and became uncontactable despite ATN's administrators' best attempts to re-establish communication.

This academic year, ATN will seek to further reduce the number of instances where learners' progression routes are unknown, utilising links within the local community to further boost employment outcomes.

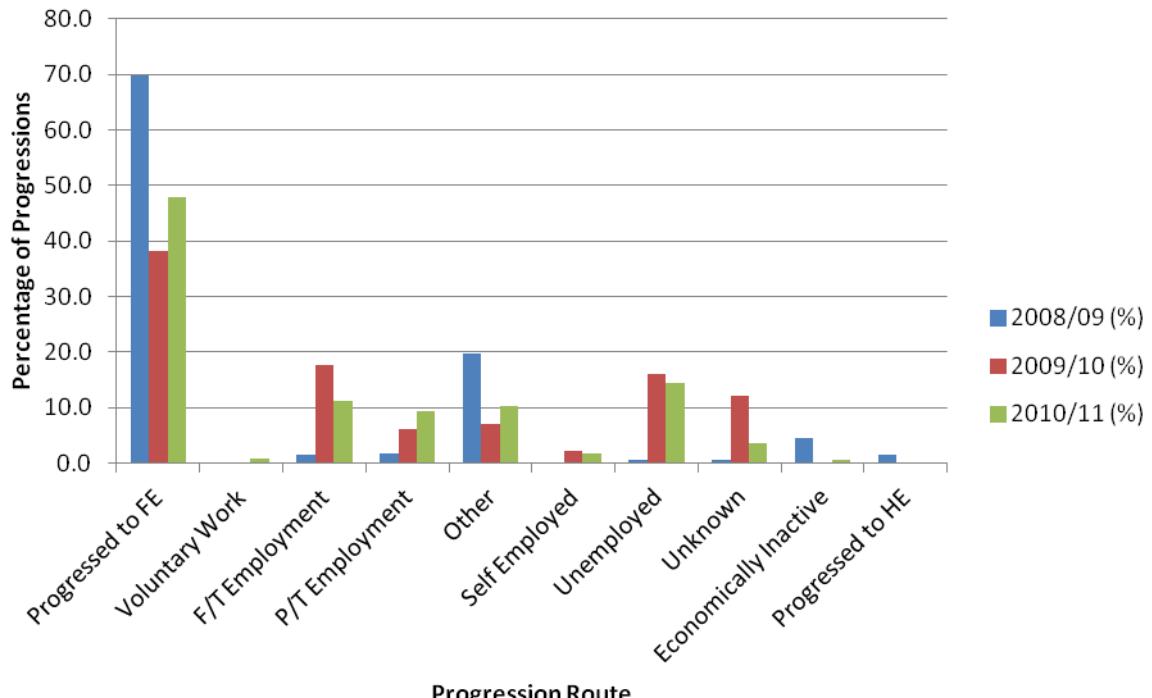
2010/11 Progression Routes



Progression Routes (2008/09 – 2010/11)

Progression Route	2008/09	2009/10	2010/11	2008/09 (%)	2009/10 (%)	2010/11 (%)
Progressed to FE	231	150	168	69.8	38.3	47.9
Voluntary Work	0	0	3	0.0	0.0	0.9
F/T Employment	5	69	39	1.5	17.6	11.1
P/T Employment	6	24	33	1.8	6.1	9.4
Other	65	28	36	19.6	7.1	10.3
Self Employed	0	9	6	0.0	2.3	1.7
Unemployed	2	63	51	0.6	16.1	14.5
Unknown	2	48	13	0.6	12.2	3.7
Economically Inactive	15	0	2	4.5	0.0	0.6
Progressed to HE	5	1	0	1.5	0.3	0.0

Progression Routes (2008/09 - 2010/11)



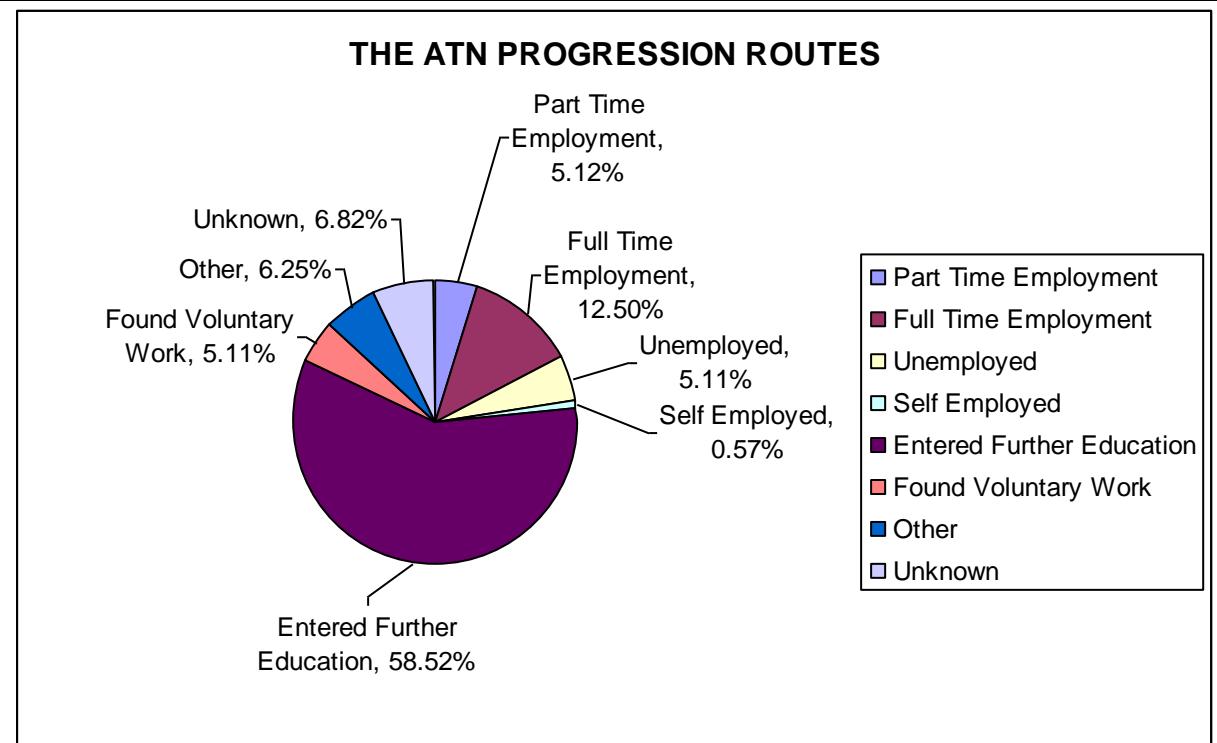
For the last 3 years, Progression to Further Education has remained the progression route of choice for the majority of learners. In many cases, the learners have stayed at the ATN, progressing to the next level of study (or from a Speaking and Listening only qualification to taking on the Full Award). Since 2008/09, when only 5 learners progressed into Full Time employment, a further 108 further learners have entered employment (69 in 2009/10 and 39 in 2010/11). The number of entrants to Part Time employment has also risen since 2008/09 levels, with 24 progressing in 2009/10 and 33 in 2010/11. In total, including Self-Employment, 191 learners have entered employment since undertaking ESOL training at the Adult Training Network since the academic year 2008/09. A figure ATN hopes to build on this year.

Statistics for Progression Routes can be seen in Appendix 1.

March

Data extracted from the Course Completion Forms for term 1 in the current academic year show the following:

Progression Routes	PERCENTAGE
Part Time Employment	5.12%
Full Time Employment	12.50%
Unemployed	5.11%
Self Employed	0.57%
Entered Further Education	58.52%
Found Voluntary Work	5.11%
Other	6.25%
Unknown	6.82%
Total	100.00%

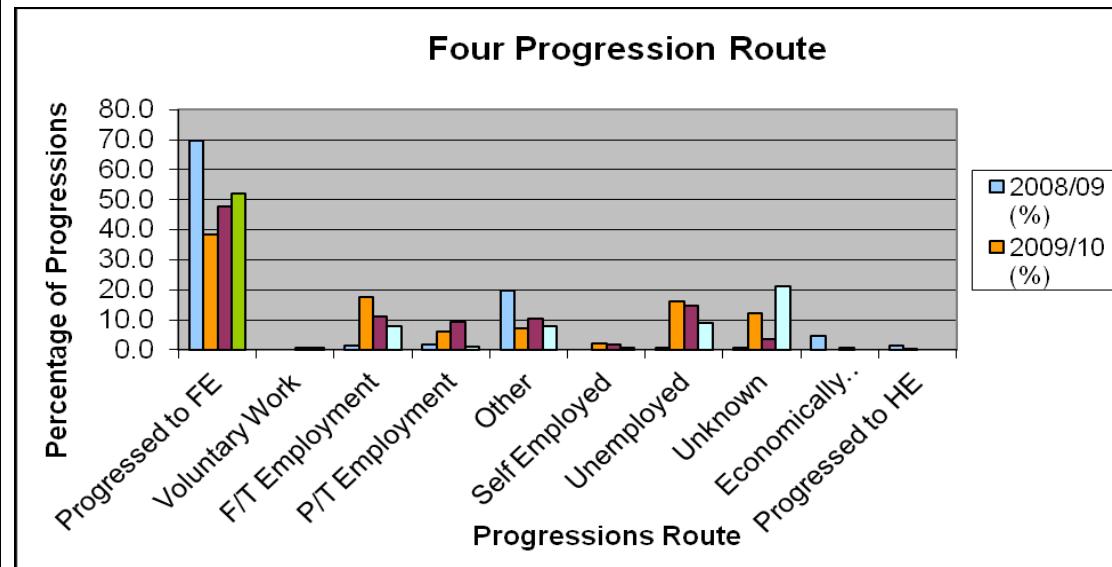


The analysis shows that our courses are relevant to the needs of the learners as the majority of them progressed onto a higher level course (58.52 %), followed by finding full time employment (12.50%).

For the current academic year 2011/2012 ATN predicts unknowns below 10%. Although our tutors and admin staff try their best to record learners' destination on their last academic tutorial, sometimes learners' sudden lack of attendance prevents the ATN staff from collecting this information.

June				S		Data extracted from the Course Completion Forms in the current academic year show the following:						
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Other	28	8.1%
Self Employed	2	0.6%
Unemployed	31	9.0%
Unknown	73	21.2%
	344	

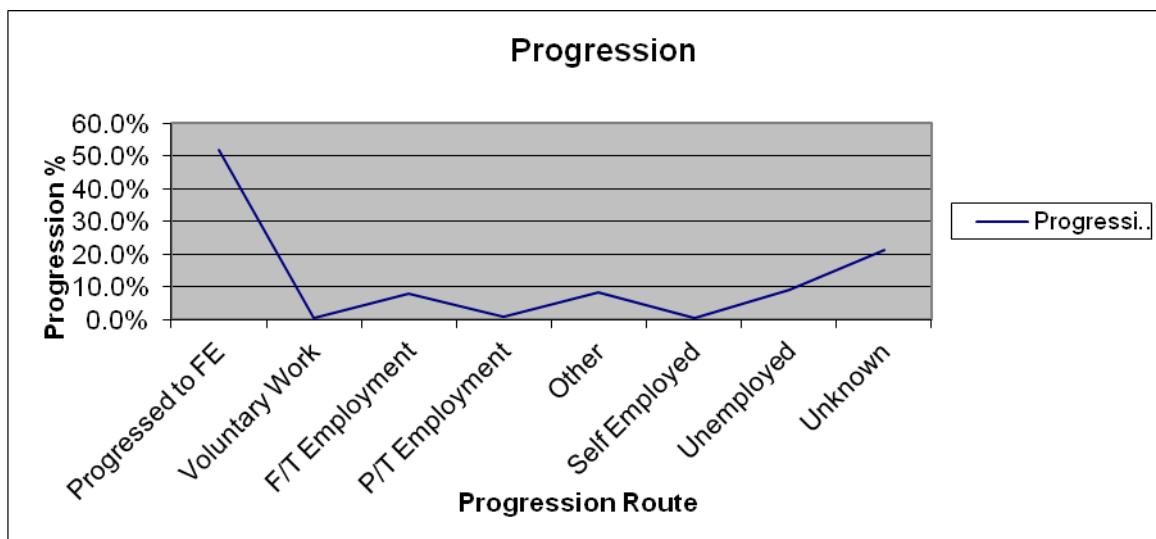


The vast majority of learners (51.07%) progressed into Further Education: this shows a 3.8% increase from the previous figure, in many cases progressing to the next level of ESOL within the organisation. As a combination of all the employment outcomes (Full-Time, Part-Time and Self-Employed), 9.3% of learners progressed into employment (7.8% into Full-Time, 0.9% into Part-Time & 0.6% into Self-Employment), this was a decline overall of nearly 12.9% but may be explained by the significantly higher 'Unknown' 21.2% a significant increase of 17.4% from the previous report. This academic year, ATN has undertaken to reduce the number of instances where learners' progression routes are unknown by utilising links with the local community to further boost employment outcomes. A tracking procedure for these customers has now been implemented and it is expected this number will significantly fall by the end of the year report. Previously 14.5% of learners stated their progression route was to remain unemployed, this has now reduced to 9.0% and shows that the skills and confidence developed through studying with the ATN will provide a firm foundation from which to progress.

**End of year
statement for
2011/12 SAR**

Data extracted from the Course Completion Forms in the current academic year show the following:

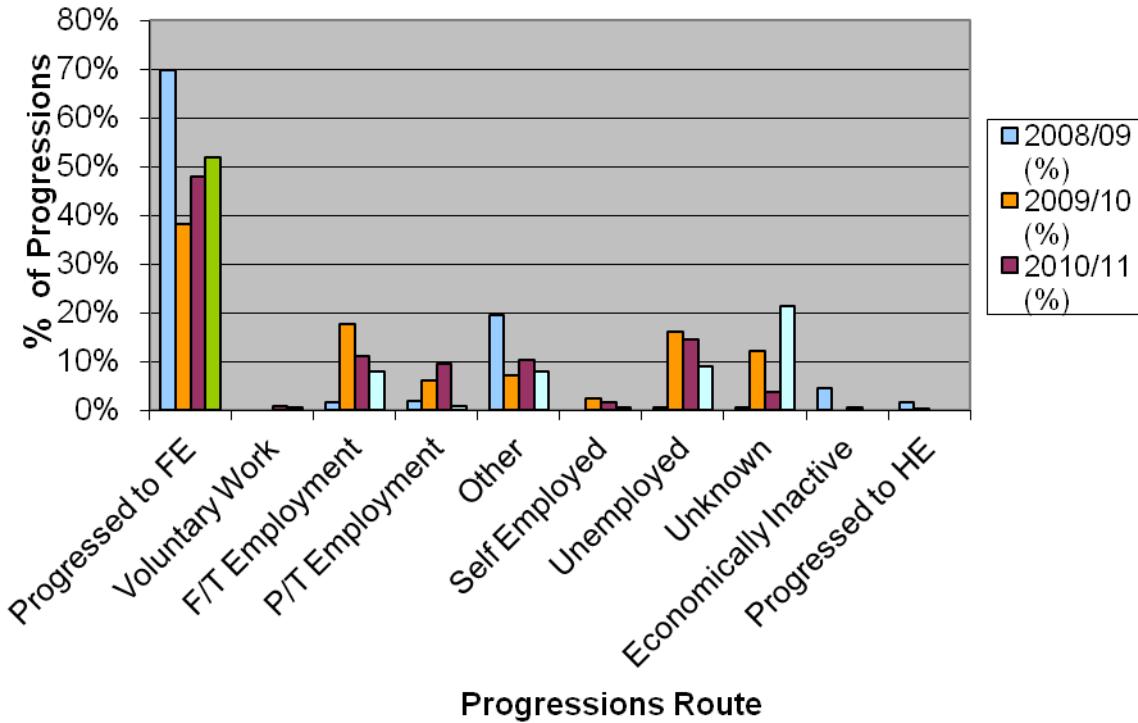
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Other	28	8.1%
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Unemployed	31	9.0%
Unknown	73	21.2%
	344	



3 Year Progression Routes

Progression Route	2011/12 (%)	2010/11 (%)	2009/10 (%)	2008/09 (%)	2011/12	2010/11	2009/10	2008/09	2011/12 (%)
Progressed to FE	231	150	168	178	69.79	38.3	47.9	51.9	
Voluntary Work	0	0	3	2	0.0	0.0	0.9	0.6	
F/T Employment	5	69	39	27	1.5	17.6	11.1	7.9	
P/T Employment	6	24	33	3	1.8	6.1	9.4	0.9	
Other	65	28	36	28	19.6	7.1	10.3	7.9	
Self Employed	0	9	6	2	0.0	2.3	1.7	0.6	
Unemployed	2	63	51	31	0.6	16.1	14.5	9.0	
Unknown	2	48	13	73	0.6	12.2	3.7	21.3	
Economically Inactive	15	0	2	0.0	4.5	0.0	0.6	0.0	
Progressed to HE	5	1	0	0.0	1.5	0.3	0.0	0.0	

Four Years Progression Route



The vast majority of learners (51.09%) progressed into Further Education; this shows a 4.0% increase from the previous year's figure, in many cases progressing to the next level of ESOL within the organisation. As a combination of all the employment outcomes (Full-Time, Part-Time and Self-Employed), 9.4% of learners progressed into employment (7.9% into Full-Time, 0.9% into Part-Time & 0.6% into Self-Employment), this was a decline overall of nearly 12.9% but may be explained by the significantly higher 'Unknown' 21.3% a significant increase of 17.4% from the previous report.

For the coming academic year, ATN has undertaken to reduce the number of instances where learners' progression routes are unknown by utilising links with the local community to further boost employment outcomes. A tracking procedure for these customers has now been implemented and it is expected this number will significantly fall by the end of the year report. Previously 14.5% of learners stated their progression route was to remain unemployed, this has now reduced to 9.0% and shows that the skills and confidence developed through studying with the ATN will provide a firm foundation from which to progress.

November	Functional/Key Skills					N/A	
March						N/A	
June						N/A	
End of year statement for 2011/12 SAR						N/A	

Quality of Provision

B.1 How effectively do teaching, training and assessment support learning and development?

Includes an evaluation of lesson observation grade profile, main strengths and areas for improvement, learner views on teaching and learning, impact of tutorials on learners individual progress including learner tracking against ILP targets ,use made of initial assessment to identify leaning needs /ALS etc , how well do resources including ILT promote learning, suitability and rigour of assessment in planning and monitoring learner progress, Materials and activities promote equality and diversity.

B.2 How effectively do the programmes meet the needs and interests of learners?

Includes an evaluation of how the programmes or activities match learners ' short and long term goals, meet external requirements, are responsive to community and employers' needs; Learner involvement in enrichment activities, including work experience; Clear progression routes

B.4 How effective are the care, guidance and support learners receive in helping them to attain their learning goals?

Includes an evaluation of learners receiving appropriate and timely information, (pre enrolment, at enrolment, group tutorials,) progression to the next step – employment education and training. Learners receiving individual care and support to promote learning and development and to help them achieve their potential i.e.: the impact of individual and group tutorials on learner progress

Date	Comment Upon:	KPI	CA %	S	B	W	Summary statement (evaluative and evidence based)
November	Induction Checklist completed Initial Assessment results recorded and registered Group Profile completed on Moodle Effectiveness of teaching & learning				B		<p>As in previous terms, all tutors and learners have completed the WFC Induction checklist. The WFC Induction Process 'Tutor Instructions and Checklists' documents are filed in each tutor's folders. The learners' Induction Process 'Learner Checklists' are kept in the learners' files.</p> <p>All ATN learners enrolled on WFC courses have taken an initial assessment. They are recorded in the learners' files. All learners also take a diagnostic assessment and subsequently, based on the results, a personalised Individual Learning Plan with SMART targets is developed with the learner so as to improve the areas of English they need to work on. Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' language needs.</p> <p>All tutors have completed a group profile in order to get to identify the learners' interests and aspirations. To date no group profiles have been uploaded on Moodle.</p> <p>As in the previous academic year (2010/11), ATN's courses are taught by 7 tutors – maintaining a strong and stable staff team of trusted individuals – ensuring each learner can benefit from an experienced member of staff.</p>

	<p>Learning, teaching, training and assessment promote equality and support diversity</p> <p>All Schemes of Work, including Tutorial, available for learners on Moodle</p>				<p>ATN classroom wall displays promote positive and motivational messages and reflect the learners' diversity. Class rules are drafted by the learners in collaboration with the tutor during the induction process so as to maintain and promote a safe, equal, positive and inclusive learning environment.</p> <p>Due to the length of our courses currently running during one term only, and to the majority of our learners being beginners in IT, it is not practical to upload schemes of work and tutorials on Moodle. Nevertheless, all learners are given a simplified scheme of work and records of their tutorials.</p> <p>No observations have been carried out by representatives of WFC this term. However, feedback from previous sessions has been taken onboard and it is expected that ATN's staff will improve upon last academic year's performance. In 2010/11, 85.71% of staff were observed, 19.04% more than the previous year (2009/10). Of the observations conducted, there were no instances of Grade 4 sessions in 2010/11, down from 12.5% in 2009/10. From 2009/10 to 2010/11, the percentage of Grade 3 lessons rose from 25% to 66.6% - ensuring that in 2010/11 all lessons were satisfactory or better. The percentage of Grade 2 lessons dropped from 2009/10 to 2010/11, from 62.5% to 33.3%. There have been no classes graded 1 for the last 2 years, a statistic ATN would like to improve upon this academic year.</p>
March		S			<p>The ATN is committed to continuously improving and maintaining best practices and as in previous terms all learners have completed the WFC Induction checklist, taken an initial and diagnostic assessment as well as completing all the relevant paper work to maximise and enhance the student's learning journey. (ILPs, tutorials, mock exams)(Refer to November box).</p> <p>The ATN actively promotes social inclusion and diversity, therefore welcoming messages in our learners' native language and their work are displayed on the classrooms walls. Recently, the ATN Leyton Centre Manager, Begoña Morea Roy, visited WFC College and noticed the learners' Case Studies displayed on the College corridors were poster sized and this had a great positive impact. The ATN also showcases learners' achievement and success on its website as well as in the classrooms. At the time of writing the report, based on her visit to the College, BMR is looking into designing and changing the layout for the case studies to A3 size so they have a greater positive impact on learning and inspiring the learners.</p> <p>BMR would like to thank Simon Shelley Head of WFC Franchise Activities for assisting her during her visit to the College and liaising with the marketing department to provide her with the form used by the College authorising the free use of learners' photographs for promotional purposes.</p> <p>Tutors' lessons are varied, learner focused and include a variety of different teaching styles and approaches so as to engage learners with different learning preferences. In addition, ATN tutors also have the ability to build good rapport with the learners and to create a friendly and supportive and inclusive atmosphere to support learning.</p> <p>Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress.</p> <p>This term, WFC ESOL courses are taught by 8 tutors in contrast to 7 tutors during last term. To date in this academic year no tutors have been observed by Curriculum Manager Teresa Norris (TN). However on the 29th February TN is planning to come to ATN Leyton to observe an internal ATN Lesson Observation conducted by BMR and to provide constructive feedback to the Centre Manager. * Paulina Maj will be observed by BMR teaching the E1 S&L and E1 FA morning group. (ATN710GAT, ATN711GAT). Terry Norris will also observe Mohammed Kausser on the 1st March at Manor Park. ATN is grateful for the valuable support,</p>

					feedback and training opportunities provided by TN in developing the quality of teaching and learning at ATN over several years.
June			S		<p>The ATN is committed to continuously improving and maintaining best practices and as in previous terms all learners have completed the WFC Induction checklist, taken an initial and diagnostic assessment as well as completing all the relevant paper work to maximise and enhance the student's learning journey. (ILPs, tutorials, mock exams) (Refer to November box).</p> <p>Tutors' lessons are varied, learner focused and include a variety of different teaching styles and approaches so as to engage learners with different learning preferences. In addition, ATN tutors also have the ability to build good rapport with the learners and to create a friendly and supportive and inclusive atmosphere to support learning.</p> <p>Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress. ALS Support has been introduced at ATN Barking and this has enhanced the Teaching and Learning experience together with additional one to one support for differentiated learning for amixed ability group. ATN is also conducting an outreach ESOL programme at the Leys and Marsh Green Children's centres in Barking and Dagenham for single parents, again with ALS support. The course has also benefitted parents due to the fact that there is local access to childcare facilities at the learning sites. One formal observation was carried out by the Curriculum Manager in March of WFC this term. However, feedback from previous sessions has been taken on board and it is expected taht ATN's staff will improve upon last academic year's performance.</p>
End of year statement for 2011/12 SAR			S		<p>The ATN is committed to continuously improving and maintaining best practices and as in previous years all learners have completed the WFC Induction checklist, taken an initial and diagnostic assessment as well as completing all the relevant paper work to maximise and enhance the student's learning journey. (ILPs, tutorials, mock exams) (Refer to November box).</p> <p>Tutors' lessons are varied, learner focused and include a variety of different teaching styles and approaches so as to engage learners with different learning preferences. In addition, ATN tutors also have the ability to build good rapport with the learners and to create a friendly and supportive and inclusive atmosphere to support learning.</p> <p>Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress.</p> <p>Throughout teaching experience, the ATN tutors have developed good strategies for monitoring and evaluating learners' progress. For instance, one to one tutorials, learners' self-reflection as well as group tutorials and constructive peer discussions, provide our learners with advice and feedback on their learning and on their progress. ALS Support has been introduced at ATN Barking and this has enhanced the Teaching and Learning experience together with additional one to one support for differentiated learning for amixed ability group. ATN is also conducting an outreach ESOL programme at the Leys and</p>

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Date		KPI	CA %	S	B	W	Summary statement (evaluative and evidence based)	
November	Effectiveness of teaching & learning - Learner satisfaction rates recorded in OnProgramme and End of Programme Surveys 2010-11			S			In the Academic year 2010/11, 220 responses to the learner survey were recorded from a total of 374 learners. The response rate of 58.82% is a lot lower than anticipated due to the unavailability of the online survey during term 1. For this reason, the response rate of 58.82% was 17.51% lower than the 2009/10 rate of 76.33%. It is envisaged that, with a working survey link, this year's response rate will surpass the 76.33% of 2009/10, with the aim of reaching as close to 100% as possible. The 2010/11 survey shows that: <ul style="list-style-type: none">• 99.5% of learners thought that the teaching on their course was good• 97.3% agreed that the teacher uses different ways to help them learn• 98.6% of learners agree that their teacher identifies what they have to learn in a lesson• 97.7% agree that the class is run well• 96.4% agree that their class is a safe place to learn• 98.6% know who to ask for help if they have any problems• 99.1% are happy with their course• 95.9% would recommend a friend to come to the course However, there is still room for improvement: <ul style="list-style-type: none">• Only 74.5% of respondents agreed that the computers they use are good A full audit of ATN's computer systems at ATN Manor Park was conducted before the start of term and any issues identified were dealt with by ATN's Network Engineer.	
March				S			Unfortunately, the Waltham Forest College learner view survey 2011/2012 was not made available until the end of last term and as a result our learners were unable to complete the survey. The survey format has been changed and the learners are now required to input the College provider number and the learners' ID in order to proceed with the process. ATN Leyton has managed to enter the views from the learners that studied last term and have enrolled on the next programme of progression [19 learners out of 21 learners]. This has been possible because these current learners had already an ID number. ATN Manor Park has completed the WFC learner surveys 2011/2012 for the E2 FA ATN607MAN ending on the 10 February. ATN values the views from the learners and it anticipates at least 89% learner survey response for term 2 and 3 for the current academic year. ATN learners also expressed their views and contributed with learner feedback to the Ofsted inspection carried at the College on the 8 th and 9 th February. Some of the comments the learners wrote on this	

						<p>survey are : ' I am very happy because I like my teacher', 'I like my course', 'I like my teacher', 'I like my school'.</p> <p><u>The ATN internal Survey</u></p> <p>The ATN also carries its own internal survey so as to gather information on the learners and acts on the learners' views when possible. For example, some learners made complaints about the poor condition of the toilets in Gateway Business Centre. This has been resolved as the toilets used by the learners have been completely refurbished. Likewise, acting on the learners comments, the ATN Manor Park toilets are in the process of being refurbished.</p>
June			S			<p><u>The ATN internal Survey</u></p> <p>The ATN also carries its own internal survey so as to gather information on the learners and acts on the learners' views when possible. For example, some learners made complaints about the poor condition of the toilets in Gateway Business Centre. This has been resolved as the toilets used by the learners have been completely refurbished. Likewise, acting on the learners comments, the ATN Manor Park toilets are in the process of being refurbished. This issue has been taken up with the church steward and is awaiting resolution. ATN is actively looking for alternative premises if the infrastructure issues remain unresolved by the start of the next academic year.</p> <p>Some of the positive anecdotal comments made by learners at Manor Park are as follows:</p> <p>One group of learners confirmed that:</p> <p>Our teacher is very good. She explains everything nicely. We understand quickly then we work our lesson easily. She is a very friendly person in the centre.</p> <p>We like our teacher. We like studying and our classmates and enjoy the support give by the teacher.</p> <p>Another group confirmed that:</p> <p>We like coming to class very much. We like computer lessons and the classroom is good. The teaching is good and we are learning things we didn't know.</p> <p>In Leyton, 87% of the small cohort of 15 learners surveyed agreed that the standard of teaching is very good and that the teacher had supported them in their studies. 93% confirmed that there was a clear explanation of material and 100% agreed that they had improved their language skills and had benefitted from the lessons. All learners surveyed agreed that the building, rooms and facilities used for the course are clean and safe. 86% agreed that they would recommend the course to others.</p> <p>The general consensus amongst most learners from the above quantitative and anecdotal data is that the effectiveness of teaching and learning is very good.</p>
End of year statement for 2011/12						<p>The ATN carries its own internal survey so as to gather information on the learners and acts on the learners' views when possible. For example, some learners made complaints about the poor condition of the toilets in Gateway Business Centre. This has been resolved as the toilets used by the learners have been completely refurbished. Likewise, acting on the learners comments, the ATN Manor Park toilets are in the process of being refurbished. This issue has been taken up with the church steward and is awaiting resolution. ATN is actively looking for alternative premises if the infrastructure issues remain unresolved by the start of the next academic year.</p> <p>Some of the positive anecdotal comments made by learners at Manor Park are as follows:</p> <p>One group of learners confirmed that:</p> <p>Our teacher is very good. She explains everything nicely. We understand quickly then we work our lesson</p>

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November	Learners receive constructive feedback on their progress and how they might improve; Date(s) for Parents' Evening		B			All learners receive individual and group tutorials during their WFC courses. The impact of those on the learners' attendance, progress and engagement on the course is highly effective as it is reflected in the learners' success rates. For instance, tutors conduct group tutorials stressing the importance of the learners being on time and the consequences of failing to do so. Group tutorials are kept in tutors' folders. During individual tutorials the following issues are discussed with the learners: Attendance & punctuality, independent learning skills, mock exams results, individual progress and achievement of learners' smart targets, as well as soft skills such as folder organisation. Learners' individual tutorials are kept in the learners' folders. With regards to the assessment of ESOL Skills for Life examinations, the following regulations have been maintained: <ul style="list-style-type: none"> • The awarding body is given notice 2 weeks in advance of ESOL Entry 1 (Speaking & Listening) exams • An interlocutor (another teacher, not the assessor) conducts all speaking & listening activities, with the assessor present – noting examples of performance as well as grading • All speaking & listening activities are recorded (previously only one was) This ensures strict compliance with the awarding body's regulations, thereby enabling ATN to maintain its Direct Claims Status. It should also be mentioned that since the above regulations were introduced by the Awarding Body in October 2010 (along with further changes to the External Verification process of ESOL exams), the ATN has not been Externally Verified by City & Guilds.
March		S				Keeping up with the best practices, all learners receive individual and group tutorials during their WFC courses. During these tutorials the following issues are being discussed with the learners: 'attendance & punctuality, independent learning skills, mock exams results, individual progress and achievement of learners' smart targets as well as soft skills such as folder organisation. Learners receive constructive feedback both orally and written during their lessons and samples of work, marked with constructive feedback stating the areas for improvement, are kept in the learners feedback. See Appendix 04 . Tutors also encourage peer feedback and learner self-evaluation enabling classes to become more learner centred. The City & Guilds externally verified the ATN on 27/01/2012 and it was successful in maintaining its Direct Claims Status.
June		S				Keeping up with the best practices, all learners receive individual and group tutorials during their WFC courses. During these tutorials the following issues are being discussed with the learners: 'attendance & punctuality, independent learning skills, mock exams results, individual progress and achievement of learners' smart targets as well as soft skills such as folder organisation.

						Learners receive constructive feedback both orally and written during their lessons and samples of work, marked with constructive feedback stating the areas for improvement, are kept in the learners feedback. Tutors also encourage peer feedback and learner self-evaluation enabling classes to become more learner centred. The City & Guilds external verifier will be visiting the Leyton Site on 16 th July and will be offering feedback to the learners on the day, apart from externally moderating the learners' exam scripts.
End of year statement for 2011/12 SAR			S			Keeping up with the best practices, all learners received individual and group tutorials during their WFC courses. During these tutorials the following issues were discussed with the learners: 'attendance & punctuality, independent learning skills, mock exams results, individual progress and achievement of learners' smart targets as well as soft skills such as folder organisation. Learners received constructive feedback both orally and written during their lessons and samples of work, marked with constructive feedback stating the areas for improvement, were kept in the learners feedback files. See Appendix. Tutors also encouraged peer feedback and learner self-evaluation enabling classes to become more learner centred. The City & Guilds external verifier will be visited the Leyton Site on 16 th July and offered feedback to the learners on the day, and also externally moderated the learners' exam scripts. The report had some minor action points but ATN retained Direct Claim Status, indicating that the external qualifications processes were at the appropriate standard.

Date		K PI	CA%	S	B	W	Summary statement (evaluative and evidence based)
November	<p>Learning resources and Moodle/ ILT – how technology is used effectively to promote and support learning</p> <p>All learners enrolled on Moodle</p>			B			<p>ATN has invested in a comprehensive wealth of learning resources across its centres to enhance and impact positively on the further development of its learners' language and IT skills. These include educational board games, DVDs, overhead projectors, digital recorders, digital cameras, laptops, desktops, CD players, and a great extent of grammar books as well as bilingual and English dictionaries.</p> <p>All ATN tutors have integrated power point presentations as well as the use of computers in the delivery of the ESOL curriculum across Entry levels in ATN Manor Park and ATN Leyton. In addition, ATN learners improve their ESOL and IT skills using a range of websites such as www.englishexercises.org.</p> <p>With greater access to resources and technology which the learners may not otherwise be used to, they can reap further benefits and get used to technology which is increasingly used in the workplace. In addition, the resources provide ample opportunity to teachers in creating and delivering increasingly innovative and interactive sessions, with demonstrable effects on increasing retention and success figures (see sections on 'Retention' and 'Success').</p> <p>To date, no learners have been enrolled on the Moodle system. To illustrate, of the 16 courses conducted over term 1, 8 (or 50%) are at Entry Level 1, of which 5 are solely for the Speaking & Listening learning aim. When taking into account that 31.25% of the total provision thus far has been for the lowest learning aim (Entry 1 Speaking & listening), the teaching staff have more gently introduced ILT content into their classes. Tasks such as learning basic computer operations such as creating files and basic word processing have taken precedence over more demanding activities, whilst setting a foundation for future development.</p>
March				S			<p>ATN keeps on investing in learning resources across its centres to further develop the learners' IT and language skills. For example, the ATN Leyton has bought new CD players and ATN Manor Park is in the process of purchasing digital recorders to develop learners' speaking skills and record exam City and Guilds speaking activities more efficiently. See inventory of resources. Appendix 03</p> <p>To date, no learners have been enrolled on the Moodle system because the majority of our learners are at or below Entry level 1 IT skills.</p>
June				S			<p>ATN keeps on investing in learning resources across its centres to further develop the learners' IT and language skills. Additional books and resources were purchased for ATN Barking which introduced ESOL provision this term and ATN staff additionally now have access to online City and Guilds ESOL teaching resources which were purchased this term.</p>
End of year statement for 2011/12 SAR				S			<p>ATN has continued to invest in learning resources across its centres to further develop the learners' IT and language skills. This has had a significant and positive impact on the teaching and learning.</p>
November	<p>No of responses recorded for Induction Survey and levels of satisfaction</p> <p>Enrichment activity including work related curriculum</p>	F/ T 10 0 % P/ T In		S			<p>ATN Leyton</p> <p>This term, staff at ATN Leyton intend to conduct visits to the British Museum, Museum of Childhood and the Geffrye Museum.</p> <p>ATN Manor Park</p> <p>On 13/10/11, tutor Khalid Raza took his class to Manor Park library. Each of the learners registered with the library and performed a range of activities aimed at helping them get to grips with this fantastic and accessible resource. Examples include identifying different genres in the children's section and locating specific books using the library's reference system.</p> <p>See Appendix 2 for pictures of the enrichment activity and Appendix 3 for examples of the activities conducted.</p> <p>A regular occurrence at Manor Park centre, a representative of the Primary Care Trust (PCT) visited the centre on 17/10/11 to</p>

		cr By 20 %				give input to a session on Healthy Eating. When such visits take place, teachers ensure that they lead-in to the class content in advance, ensuring that learners are prepared and can focus more on the content of the class. Follow-up activities are included to ensure that relevant information remains current and is disseminated back to family members and friends.
March	No of responses recorded for On Programme Survey and levels of satisfaction Enrichment activity including work related curriculum		S			<p>Extension activities are of paramount importance as they stretch students learning in enjoyable and exciting ways. As part of the WFC courses, enrichment activities are included and learners are taken on day trips and to educational places where they can put into practice skills learned in school in real-life situations.</p> <p>ATN Leyton</p> <p>This term, learners are being taken to Waltham Forest College to see the Heart of the College Project and the new Learning Resources Centre on 27/02/2012. Learners will be taken to the Suspended Pod and have their IDs issued in the Student Services Centre. Tutors have also planned tasks for the learners to complete during this visit. For example, learners will find out the café and learning centre opening times. Evening learners will be taken to the cinema after completing their exams.</p> <p>Last term learners had the opportunity to learn about the Tower of London, Halloween and Bon Fire Night to name a few. For example during the Bon Fire Night extension activity, learners practised their reading for gist and detailed information when reading a text about the festival.</p> <p>ATN Manor Park</p> <p>This term Manor Park learners are also planning to visit the London Zoo, the Museum of Moving Images, Westfield Shopping Centre and also Waltham Forest College. Again, a representative from the Primary Care Trust will visit Manor Park to deliver a session on health issues of interest to the learners and also to talk about Tuberculosis.</p> <p>Last term learners had the opportunity to investigate local bus routes and how to travel to unfamiliar areas. These activities proved to be extremely valuable and meaningful to the learners because they are linked to the ESOL curriculum- the topic of Homes, Travel, Health, etc.</p> <p>ATN also organises mid and end of term parties to celebrate the learners' culture and to encourage learners to develop their communication and social skills. A Valentine's Party took place during the week after half term. Learners brought lots of food and drink to share their cultural heritage in relation to dress, food and drink. These gatherings are extremely valuable as they contribute to build learners' confidence and interpersonal skills. Appendix 05</p>
June	No. of responses recorded for End of Programme Survey + levels of satisfaction Enrichment activity including work related curriculum		S			<p>Extension activities are of paramount importance as they stretch students learning in enjoyable and exciting ways. As part of the WFC courses, enrichment activities are included and learners are taken on day trips and to educational places where they can put into practice skills learned in school in real-life situations.</p> <p>This term learners at ATN Leyton are being taken on the Jack the Ripper tour. Other activities have included Adult Learners' Week celebrations and Learner's culture and diversity celebrations Appendix 3a</p>

							and 3b. ATN Manor Park This term Manor Park learners from both Khalid's and Raquel's groups visited the Museum of London to identify objects on their worksheets. As part of the trip they also visited the millennium Bridge. A further group (Suzila's class) visited the National Maritime Museum recently. In addition there was a visit to the National Maritime Museum by Kosser's group. Please refer to appendices 4, 5, 6 and 7 and 8. ATN Barking On the 25 th of May the learners from Fiona Jones' outreach group in Barking visited the National Maritime Museum. The aim was to familiarise the students with some common types of transport and how people usually travel in London and the UK. To familiarise the students with some key information in relation to the curriculum content of getting around Appendix 9a and 9b Further extension activities included the London Mayoral Elections and the democratic process of voting. Appendix 10a and 10b
Date		K PI	CA%	S	B	W	Summary statement (evaluative and evidence based)
End of year statement for 2011/12 SAR							Extension activities are of paramount importance as they stretch students learning in enjoyable and exciting ways. As part of the WFC courses, enrichment activities are included and learners are taken on day trips and to educational places where they can put into practice skills learned in school in real-life situations. This year's enrichment activities included participating in The Adult Learner's Week, A Learner's Culture and Diversity Celebration, a visit to the Natural History Museum and a visit to the National Maritime Museum. There was also a specific Enrichment activity surrounding the London Elections using the information posters and leaflets in 16 different languages and checks on eligibility for participation in the UK democratic elections.
November	Employer responsiveness			S			ATN is committed to improving its learners' employability skills. The majority of scheme of work at all levels for our ESOL courses include the topic of 'Jobs'. As a result, during their lessons learners have the opportunity to fill in application forms, write CVs and practise for job interviews. This has proven to be very valuable to our learners because some of them do not have experience of job interviews. These mock interviews, practised in class, contribute to confidence building and the improvement of language skills in real job interview situations. ATN also conducted a survey of employers in (a) Westfield Stratford City and, (b) Vicarage Field Shopping Centre, Barking. The main purpose was to discover what the most desirable qualifications and skills for employers are. ATN would like to use this information to further enhance the quality of its provision, helping more learners than ever get closer to the labour market. According to the research, the most important skill set sought by employers is Customer Service (with 100% of employers surveyed rating it as 'Highly Desirable') . The second most important is Teamwork (99.4%), followed by Listening and Enthusiasm (both with 98.8%), Punctuality (98.1%) and Patience (96.9%). The least important skills were Administrative Ability (46.9%), Handwriting (59.4%) and Planning (68.1%). ATN was also able to obtain information on potential vacancies, application and pre-vetting tests for a range of employers – all of which will be used to help ATN's learners access employment opportunities. ATN's commitment to furthering its learners toward job readiness is evident in the number of progressions recorded into employment – 108 learners progressed into employment over the academic years 2009/10 & 2010/11.
March				S			Our courses provide learners with significant and essential skills to improve their employability and better job prospects. For example learners have the opportunity to write CVs, covering letters, practise mock job interviews, have discussions about job interview etiquette: 'how to dress, how to greet the interviewer, ...'

						<p>so as to be more successful during job interviews.</p> <p>Data extracted from the learners' group profile shows that some learners lack both paid and unpaid work experience. In that light, the ATN contributes to remove barriers for learners to access employment and organises work placements with local businesses and charity shops in order for learners to have a better chance of standing out when applying for jobs.</p> <p>Following up on the most important skills set sought by employers is Customer Service (See highlighted November Box above), the ATN has also started running a course on City and Guilds Customer Service Level 2 and an EDI Preparing for Employment Level 1 at ATN Barking Training Centre.</p>
June			S			<p>Our courses provide learners with significant and essential skills to improve their employability and better job prospects. For example learners have the opportunity to write CVs, covering letters, practise mock job interviews, have discussions about job interview etiquette: 'how to dress, how to greet the interviewer, ...' so as to be more successful during job interviews.</p> <p>Data extracted from the learners' group profile shows that some learners lack both paid and unpaid work experience. In that light, the ATN contributes to remove barriers for learners to access employment and organises work placements with local businesses and charity shops in order for learners to have a better chance of standing out when applying for jobs.</p> <p>Following up on the most important skills set sought by employers is Customer Service (See highlighted November Box above), the ATN has also started running a course on City and Guilds Customer Service Level 2 and an EDI Preparing for Employment Level 1 at ATN Barking Training Centre.</p>
End of year statement for 2011/12						<p>Throughout the year ATN's courses provide learners with significant and essential skills to improve their employability and better job prospects. For example learners have the opportunity to write CVs, covering letters, practise mock job interviews, have discussions about job interview etiquette: 'how to dress, how to greet the interviewer, ...' so as to be more successful during job interviews.</p> <p>Data extracted from the learners' group profile shows that some learners lack both paid and unpaid work experience. In that light, the ATN contributes to remove barriers for learners to access employment and organises work placements with local businesses and charity shops in order for learners to have a better chance of standing out when applying for jobs.</p> <p>Following up on the most important skills set sought by employers is Customer Service (See highlighted November Box above), the ATN has also started running a course on City and Guilds Customer Service Level 2 and an EDI Preparing for Employment Level 1 at ATN Barking Training Centre.</p>
November	Range and mix of provision – relevance to learners' medium and long-term personal, career and/or employment goals		S			<p>All courses scheduled between September and December 2011 are for ESOL Skills for Life learning aims from Entry 1 to Entry 3, with both Speaking & Listening and Full Award qualification routes available (with the exception of Entry 3 Full Award). This provision reflects well the identified level of needs for the majority of learners on the waiting list. As mentioned in the previous section, ATN introduces the topic of jobs to each class and seeks to enhance learners' employability skills.</p>

Range and Mix of Provision (2010/11 – 2011/12)

Course Title	2010/11 Courses	2010/11 (%)	2011/12 Courses	2011/12 (%)
Entry 1 S&L	14	37.84	5	31.25
Entry 1 Full Award	10	27.03	3	18.75
Entry 2 S&L	7	18.92	3	18.75
Entry 2 Full Award	5	13.51	4	25.00
Entry 3 S&L	1	2.70	1	6.25
Entry 3 Full Award	0	0.00	0	0.00
TOTALS:	37	100	16	100

Figures show that for the second year in a row, Entry 1 Speaking and Listening provision has been identified as being most necessary (37.84% of all courses in 2010/11 and 31.35% of courses in 2011/12). Although still early in the academic year, it is envisaged that the proportions of courses at each level will be similar to that of last year, with the vast majority of courses run below Entry Level 3.

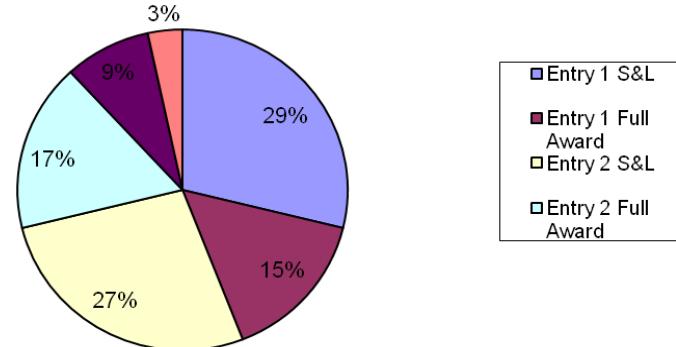
As mentioned, course provision is scheduled on the basis of waiting list figures, with the vast majority of referrals at Entry 1. At higher levels (i.e. Entry 3 and above), it is likely that ATN's main target groups (i.e. unemployed beneficiaries in receipt of Job Seeker's Allowance) are mandated to alternative provision, more highly focussed on entering sustainable employment (i.e. The Work Programme).

Statistics for the Range and Mix of Provision can be seen in Appendix 1.

March					<p>ESOL learners are sometimes prevented from learning because of family or work commitments. This term the ATN is running 17 ESOL courses taking place during the morning, afternoon and evening in order to support widen participation. The courses are designed taking into consideration the needs of the learners on the waiting lists.</p> <p><u>ATN Leyton</u></p> <p>This term the ATN Leyton is running the following ESOL courses. Like for Like 2010/2011, 10 (+1). With regards to level,</p> <p>E1 S&L 2011/2012 = 3 courses E1 FA 2011/2012 = 3 courses E2 S&L 2011/2012 = 2 courses E2 FA 2011/2012= 2 courses E3 S&L 2011/2012 =1 course</p> <p>Last term the ATN offered commercial E3 courses in the evenings for learners to bridge the gap between E2 FA and E3 S&L.</p> <p><u>ATN Manor Park</u></p> <p>This term the ATN Manor Park is running the following ESOL courses. Like for Like 2010/2011 11. With regards to level,</p> <p>E1 S&L 2010/2011 = 3 courses E1 FA 2010/2011 = 2 courses E3 S&L 2010/2011 = 1 courses</p> <p>Unfortunately although there is demand for Pre-Entry courses, the ATN is not able to deliver them because it appears that they are no longer funded. Currently, these Pre-Entry learners are referred to other ESOL providers. However, ATN is undertaking further research to ascertain if any Pre Entry Programmes are funded.</p>																									
June					<p style="text-align: center;">Range and Mix of Provision</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course Title</th> <th style="text-align: center;">2010/11 Courses</th> <th style="text-align: center;">2010/11 (%)</th> <th style="text-align: center;">2011/12 Courses</th> <th style="text-align: center;">2011/12 (%)</th> </tr> </thead> <tbody> <tr> <td>Entry 1 S&L</td><td style="text-align: center;">14</td><td style="text-align: center;">37.84</td><td style="text-align: center;">17</td><td style="text-align: center;">28.81</td></tr> <tr> <td>Entry 1 Full Award</td><td style="text-align: center;">10</td><td style="text-align: center;">27.03</td><td style="text-align: center;">9</td><td style="text-align: center;">15.25</td></tr> <tr> <td>Entry 2 S&L</td><td style="text-align: center;">7</td><td style="text-align: center;">18.92</td><td style="text-align: center;">16</td><td style="text-align: center;">27.12</td></tr> <tr> <td>Entry 2 Full Award</td><td style="text-align: center;">5</td><td style="text-align: center;">13.51</td><td style="text-align: center;">10</td><td style="text-align: center;">16.95</td></tr> </tbody> </table>	Course Title	2010/11 Courses	2010/11 (%)	2011/12 Courses	2011/12 (%)	Entry 1 S&L	14	37.84	17	28.81	Entry 1 Full Award	10	27.03	9	15.25	Entry 2 S&L	7	18.92	16	27.12	Entry 2 Full Award	5	13.51	10	16.95
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Entry 3 S&L	1	2.70	5	8.47
Entry 3 Full Award	0	0.00	2	3.39
TOTALS:	37	100.00	59	100.00

Range and Mix of Provision

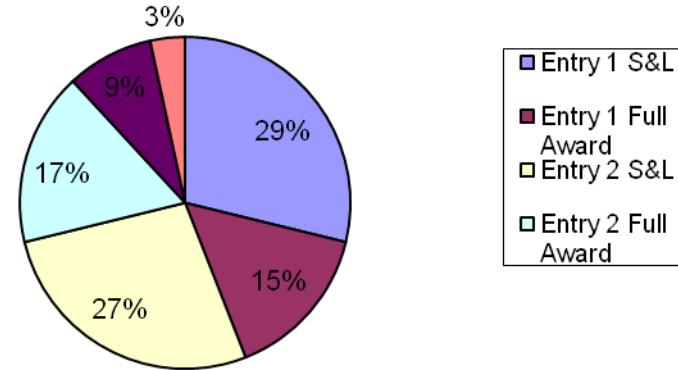


There has been a significant increase in the total number of courses provided from 37 in 2010/2011 to 59 in 2011/2012, a 32.4% increase over last year. The most significant increase is in Entry 3 courses where the increase has been from 1 course last year to 7 courses at this level this year. The Entry 2 courses have also increased significantly from 12 to 26, whilst the Entry 1 courses are broadly similar with 24 last year and 26 this year.

End of year statement for 2010/11 SAR	Course Title	2010/11 Courses	2010/11 (%)	2011/12 Courses	2011/12 (%)
	Entry 1 S&L	14	37.84	17	28.81
	Entry 1 Full Award	10	27.03	9	15.25
	Entry 2 S&L	7	18.92	16	27.12
	Entry 2 Full Award	5	13.51	10	16.95
	Entry 3 S&L	1	2.70	5	8.47

Entry 3 Full Award	0	0.00	2	3.39
TOTALS:	37	100.00	59	100.00

Range and Mix of Provision



There has been a significant increase in the number of courses offered this year with 59 courses in 2011-12, which is an increase of 22 courses (60%) over the 37 courses of 2010-2011. The increase was in Entry 2 and Entry 3 courses, 26 at E2 in 2011-2012 against 12 in 2010-2011 and 7 at E3 in 2011-2012 against 1 in 2010-2011 and this reflects learner progression onto higher level courses. There were still more courses at E1 than the previous year showing a healthy recruitment process and an indication that there is still a significant need for ESOL courses at all level. This higher number of E1 courses should also lead to a further increase in E2 and E3 recruitment for the coming year.

November	Additional Learner Support/ SfL Detail of no. of students referred and receiving support	S			There is a single part time Additional Learning Support worker (ALS) available at the Manor Park centre. The ALS divides her time equally between classes at Entry level 1, ensuring learners at the most basic level offered receive an extra level of support. As a result of this measure, ATN Manor Park is predicting a 95.8% achievement rate for its Entry 1 provision. As mentioned in the section 'Success', the low rate of success predicted for ATN604MAN is a factor of unpredictable withdrawals, rather than the quality of teaching and support offered – as exemplified by the predicted 100% achievement rate for all remaining learners.
March		N/A			This term there is ALS neither in ATN Manor Park nor ATN Leyton due to non availability of SFA funding.

June			N/A				Although there is no SFA funding for ALS support. ATN has provided ALS support at the new ATN Barking provision both outreach and in house. It is envisaged that this will have a very positive impact on retention and success rates which are predicted at 98%.
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End of year statement for 2011/12								Although there is no SFA funding for ALS support. ATN provided ALS support at the new ATN Barking provision both outreach and in house, which had a very positive impact on retention and success rates.
Date		KPI	CA %	S	B	W	Summary statement (evaluative and evidence based)	
November	Information, Assessment & Guidance				B		<p>ATN provides its learners with information about the courses via the phone, its website and face to face. The ATN has organised a series of Open Days to assess the learners and identify prospective clients' language needs according to level. Enrolments take place before the start date of the course and learners are provided with details of the courses such as timetable, name of the tutor, and number of weeks.</p> <p>This term, due to current changes in fee remission funding criteria, ATN held open days in July and August, marketing its September 2011/2012 courses.</p>	
March				S			<p>The ATN as well as providing information about the courses via the phone, its website and face to face at its premises, markets its provision at the local Job Centres. The ATN has established good working relationships with the Job Centres advisers in Barking, Stratford and Walthamstow. Clients are referred by the Job Centre Plus and are assessed in a timely manner prior to the enrolments, subsequently the ATN staff feedback to the advisors with the results of the initial assessment and enrolment process.</p> <p>For example, ATN Leyton was visited by two Job Centre Advisors, Ivette Oronto from Leytonstone JCP on the 26/01/2012 and Ola Akande from Walthamstow JCP on 02/02/2012.</p> <p>The Advisor from Walthamstow JCP met the learners and informed them of the services that the JCP offers to them such as additional funding to attend job interviews, accessing interpreters support and also the opportunity to obtain half-price travel card after signing on for 13 weeks. The advisor also stressed the importance of attending the WFC courses 100%.</p>	
June				S			<p>The ATN as well as providing information about the courses via the phone, its website and face to face at its premises, markets its provision at the local Job Centres as well as in the libraries and small businesses in the local community.</p> <p>The ATN has established good working relationships with the Job Centres advisers in Barking, Stratford and Walthamstow. Clients are referred by the Job Centre Plus and are assessed in a timely manner prior to the enrolments, subsequently the ATN staff feedback to the advisors with the results of the initial assessment and enrolment process.</p> <p>This term, Ola Akande and Adviser from Walthamstow JCP visited the Leyton Centre on 24/05/12 to inform the learners of the services that the JCP offers to them such as additional funding to attend job interviews, accessing interpreters support and also the opportunity to obtain half-price travel card after signing on for 13 weeks. The advisor also stressed the importance of attending the WFC courses 100%.</p> <p>Further ATN Staff also visited JCP offices in Plaistow, Barking, Stratford and Canning Town to market ATN's additional offer in Barking and Manor Park on several occasions this term. The staff met Advisers and potential customers individually and in group sessions to discuss the offer and hand out publicity.</p>	

End of year statement for 2011/12 SAR			S			<p>The ATN as well as providing information about the courses via the phone, its website and face to face at its premises, marketed its provision at the local Job Centres. The ATN has established good working relationships with the Job Centres advisers in Barking, Stratford and Walthamstow. Clients are referred by the Job Centre Plus and are assessed in a timely manner prior to the enrolments, subsequently the ATN staff feedback to the advisors with the results of the initial assessment and enrolment process.</p> <p>Excellent relationships have been developed with all the local Jobcentre Plus offices and their advisers, which has a significant impact on recruitment.</p>
November	<p>Tutorial support including delivery of ECM/National Learning Outcomes for Careers:</p> <p>School Tutorial Action Plans reviewed and in place</p> <p>Moodle PLPs in place and regularly used and tracked</p> <p>Tutorial tracking sheets signed monthly by CM and Personal Tutor</p>		B			<p>Schemes of Work include topics related to the five ECM outcomes that are key to well-being in childhood and later life – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. For example, ATN learners practise language skills related to the topic of Health by role play - booking appointments with the GP, and by learning about what constitutes a healthy life-style.</p> <p>Tutors monitor learners' achievement and support is provided with individual and group tutorials.</p> <p>Individual Learning Plans are maintained on paper and retained in the tutor's file, with each learner keeping a copy in their individual files.</p>
March			S			<p>Tutors continue to deliver topics related to the Five ECM outcomes in their lessons. As mentioned previously, the ATN Manor Park and Leyton have also organised enrichment activities (The Primary Care Trust) related to raise awareness about healthy eating and well-being.</p> <p>Accordingly, teachers also include the topic of 'Staying Safe' in their lessons promoting a safe and learning environment.</p> <p>Learners continue to be well supported with individual and group tutorials and they are kept in learners' files.</p>
June			S			<p>Tutors continue to deliver topics related to the Five ECM outcomes in their lessons. As mentioned previously, the ATN Manor Park and Leyton have also organised enrichment activities (The Primary Care Trust) related to raise awareness about healthy eating and well-being.</p> <p>Accordingly, teachers also include the topic of 'Staying Safe' in their lessons promoting a safe and learning environment.</p>

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End of year statement for 2011/12 SAR			s			<p>Throughout the year Tutors continued to deliver topics related to the Five ECM outcomes in their lessons. As mentioned previously, the ATN Manor Park and Leyton have also organised enrichment activities (The Primary Care Trust) related to raise awareness about healthy eating and well-being.</p> <p>Accordingly, teachers also include the topic of 'Staying Safe' in their lessons promoting a safe and learning environment.</p> <p>Learners continue to be well supported with individual and group tutorials and they are kept in learners' files.</p>

C. Leadership and Management

C.1 How effective are leadership and management in raising expectations and achievement of all learners?

Includes an evaluation of programme management to promote high standards and raising expectations of learners, demanding and realistic target setting for programme SR AR,RR, programmes address the skills gap to meet community employers and learner needs. Resources (including staff, accommodation, facilities and e-learning technologies) to support learning

C.3 How effectively does the area promote the safeguarding of learners?

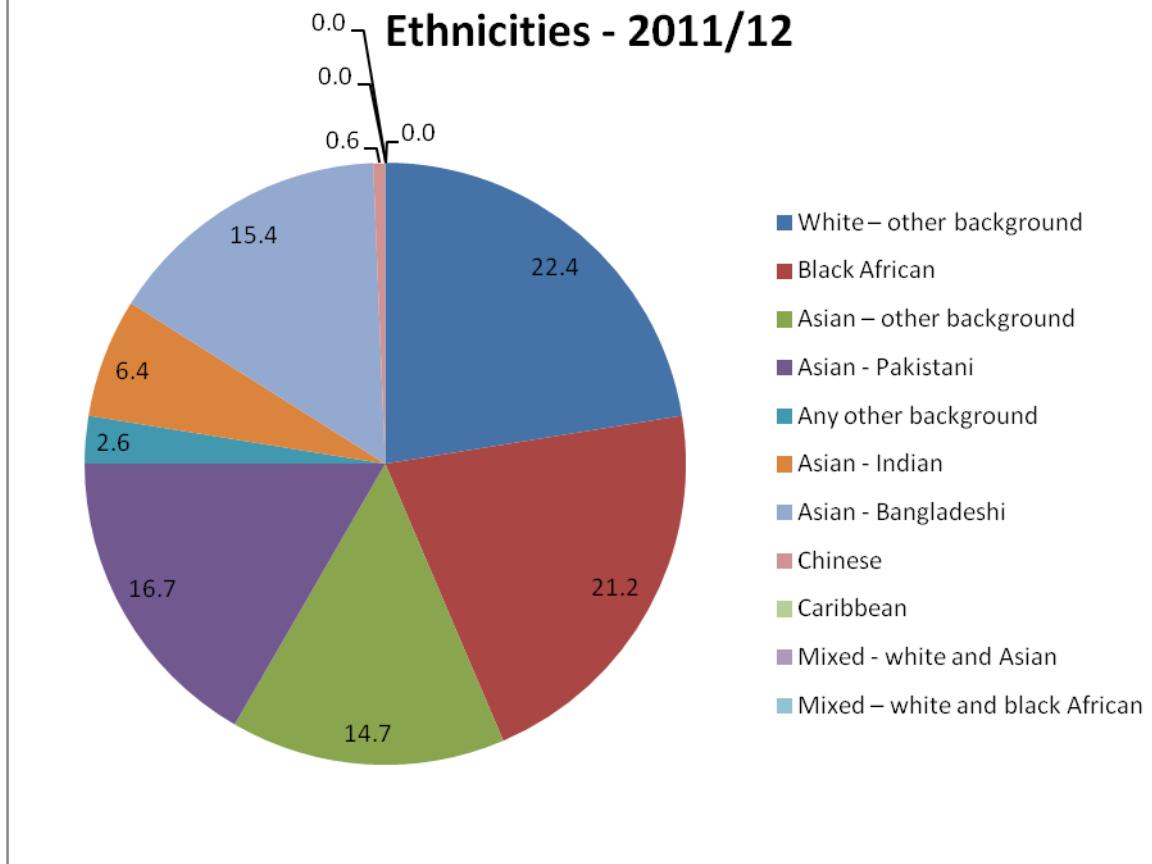
Includes an evaluation of to what extent learners are safeguarded and protected. Staff are aware of their responsibilities and the reporting process with the college for students who disclose. Inclusion of bullying and e-safety is part of the curriculum programme.

Date		KPI	S	B	W	Summary statement (evaluative and evidence based)
November	<p>Resources, including staff, accommodation, facilities and technologies, are developed and used to support learning effectively</p> <p>All staff appraisals completed and submitted to Staff Development</p>			B		<p>All ATN members of staff- centre managers, administrators and ESOL tutors- have been appraised. Copies of the appraisals are kept in each centre and submitted to the head office. Members of staff also keep their own copy.</p> <p>This term there are currently seven ESOL tutors delivering WFC programmes, 4 at Manor Park and 3 at Leyton. The majority of our tutors are long term members of staff. ATN is committed to the further development of its members of staff, with 3 out of 7 tutors DTTLS qualified. ATN is supporting its teachers to achieve QTLS status by 2013.</p> <p>As mentioned in the 'Learner Satisfaction' section, the ATN Network Engineer rectified any outstanding issues with ICT systems before the start of term.</p>
March			S			<p>There are some changes in the ATN Management Structure. Norman Piermont is the new manager at the ATN Manor Park and Barking and since commencing his employment, he has already implemented more regular staff meetings, looked into refurbishing the toilets and classrooms in the near future and planning to develop the quality of teaching and learning in Manor Park.</p> <p>For the ATN is important to invest in staff wellbeing and since November the ATN in Leyton has a well-equipped brand new staff room. This has a positive impact on staff as they can relax and eat hot meals.</p>

					<p>The ATN is also committed to providing excellence support to staff and help them with their learning and development. For example on the 10/02/2012 a Standardisation training session took place at the ATN headquarters in Southall. Teaching staff had the opportunity to share best practice in City and Guilds Exam marking, lesson plans, SOWs, ILPs and group profiles.</p> <p>Our staff are devoted to maintaining and improving their own competence in the workplace by continuing their professional development. For example Tatiana Startseva has completed her DELTA and Zahid Ali Akbar has taken a training session on Speed reading to name a few.</p> <p>Teaching staff will also attend a training session on Lesson Observation on 15/03/2012 at WFC.</p> <p>The ATN is also planning to conduct a First Aid Training Session on the 23/03/2012 for the staff to update and refresh the basics of First Aid, including how to deal with an unconscious casualty, sprains and strains.</p> <p>Simon Shelley has also announced that on the 22/03/2012, Robin Jones, the Principal and Chief Executive of the College, wishes to make a visit to the ATN Leyton to meet students and staff, which is excellent.</p> <p>Health and Safety risk assessments and Fire Drills are conducted on a regular basis. (ATN Leyton 12/02/2012 and ATN Manor Park 21/02/2012) Smoke alarms are monitored on a weekly basis also.</p>
June			B		<p>There have been further changes in the ATN Management Structure, and a new manager has been appointed for the ATN Manor Park and Barking sites.</p> <p>For the ATN is important to invest in staff wellbeing and since November the ATN in Leyton has a well-equipped brand new staff room. This has a positive impact on staff as they can relax and eat hot meals. Another two additional rooms have been added, one being a classroom to accommodate the additional volumes and the second being a space allocated for the Manager and other staff for working and planning in a quiet space.</p> <p>The ATN is also committed to providing excellence support to staff and help them with their learning and development. For example, a member of staff recently achieved V award which will be invaluable in verification of NVQ from a different curriculum area. Other examples of CPD are as follows: Using ICT in ESOL at the ESOL Nexus project by Newham ESOL exchange, teaching basic literacy to ESOL learners, welcome to the UK workshop provided by Learning Unlimited including membership of NATECLA to support professional development.</p> <p>Our staff are devoted to maintaining and improving their own competence in the workplace by continuing their professional development. For example, training has included Using ICT in ESOL at the ESOL Nexus project by Newham ESOL exchange, teaching basic literacy to ESOL learners, welcome to the UK workshop provided by Learning Unlimited including membership of NATECLA to support professional development has also been undertaken by a member of staff.</p> <p>Self reflection is another tool used by all tutors to enhance their practice including peer observations and peer feedback. Appendix 11 Various files in zip labelled CPD)</p>

						Health and Safety risk assessments and Fire Drills are conducted on a regular basis. (Smoke alarms are monitored on a weekly basis also.
End of year statement for 2011/12 SAR						<p>For the ATN it is important to invest in staff wellbeing and ATN has continued to improve staff qualifications and facilities to enable staff to improve performance.</p> <p>The ATN is also committed to providing excellence support to staff and help them with their learning and development. Numerous training opportunities have been available throughout the year.</p> <p>Our staff are devoted to maintaining and improving their own competence in the workplace by continuing their professional development.</p> <p>The ATN is also conducted a First Aid Training Session for the staff to update and refresh the basics of First Aid, including how to deal with an unconscious casualty, sprains and strains.</p> <p>Health and Safety risk assessments and Fire Drills are conducted on a regular basis. (Smoke alarms are monitored on a weekly basis also.</p>
November	Safeguarding is prioritised; All staff are suitably trained learners are safeguarded and protected; staff take action to identify and respond appropriately to learners' welfare concerns	100%	S			<p>To date there have not been any recorded instances of safeguarding in ATN Leyton and Manor Park. The Central Register has been updated and submitted to the College. All members of staff are CRB checked and trained in safeguarding (internally and, when available, externally).</p> <p>There are no new members of staff.</p> <p>Both centres have designated Safeguarding Officers – Begonia Morea in ATN Leyton and Nicholas James in Manor Park.</p> <p>Designated Safeguarding Officers are identifiable within each classroom through Safeguarding posters provided by Niace (amended to suit each centre).</p> <p>ATN operates an open-door policy whereby all learners are able to bring forward any issues without fear of prejudice with all staff cognisant of the 5 R's:</p> <ul style="list-style-type: none"> • Recognise • Respond • Record • Report • Refer
Date	KPI	S	B	W	Summary statement (evaluative and evidence based)	
March						<p>To date there have not been any recorded instances of safeguarding in ATN Leyton and Manor Park. The Central Register has been updated and submitted to the College. All members of staff are CRB checked and trained in safeguarding (internally * & externally).</p> <p>There are three new members of staff (Norman Pierpoint, Patricia Kitto and Mohammed Kausser). Their CRBs forms and all the documents have been submitted to the College already and are in the process of being checked. Although the three new members of staff have commenced employment, the pertinent 'Safeguarding' risks assessments have taken place and found no issues of risk for the learners.</p> <p>In addition, the ATN has started issuing student IDs to its learners and started designing staff IDs. See Appendix 06</p>

June		S			To date there have not been any recorded instances of safeguarding in ATN Leyton and Manor Park. The Central Register has been updated and submitted to the College. All members of staff are CRB checked and trained in safeguarding (internally and externally). ATN has started issuing student IDs to its learners and started designing staff IDs. See Appendix 06																																																									
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November	Equality & Diversity	S			<p>The current ethnic breakdown of ATN's provision is:</p> <table border="1"> <thead> <tr> <th>Ethnic origin</th> <th>Number of Learners</th> <th>Manor Park</th> <th>% of total</th> </tr> </thead> <tbody> <tr> <td>White – other background</td> <td>31</td> <td>4</td> <td>22.4</td> </tr> <tr> <td>Black African</td> <td>15</td> <td>18</td> <td>21.2</td> </tr> <tr> <td>Asian – other background</td> <td>7</td> <td>16</td> <td>14.7</td> </tr> <tr> <td>Asian - Pakistani</td> <td>10</td> <td>16</td> <td>16.7</td> </tr> <tr> <td>Any other background</td> <td>3</td> <td>1</td> <td>2.6</td> </tr> <tr> <td>Asian - Indian</td> <td>0</td> <td>10</td> <td>6.4</td> </tr> <tr> <td>Asian - Bangladeshi</td> <td>1</td> <td>23</td> <td>15.4</td> </tr> <tr> <td>Chinese</td> <td>1</td> <td>0</td> <td>0.6</td> </tr> <tr> <td>Caribbean</td> <td>0</td> <td>0</td> <td>0.0</td> </tr> <tr> <td>Mixed - white and Asian</td> <td>0</td> <td>0</td> <td>0.0</td> </tr> <tr> <td>Mixed – white and black African</td> <td>0</td> <td>0</td> <td>0.0</td> </tr> <tr> <td>Centre Totals:</td> <td>68</td> <td>88</td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>156</td> <td></td> </tr> </tbody> </table>	Ethnic origin	Number of Learners	Manor Park	% of total	White – other background	31	4	22.4	Black African	15	18	21.2	Asian – other background	7	16	14.7	Asian - Pakistani	10	16	16.7	Any other background	3	1	2.6	Asian - Indian	0	10	6.4	Asian - Bangladeshi	1	23	15.4	Chinese	1	0	0.6	Caribbean	0	0	0.0	Mixed - white and Asian	0	0	0.0	Mixed – white and black African	0	0	0.0	Centre Totals:	68	88		Total		156		
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Analysis shows that the majority of learners (22.4%) are from a White-Other background, followed by Black African (21.2%), Pakistani (16.7%), Bangladeshi (15.4%), Asian-Other (14.7%). 6.4% of learners are Indian, 2.6% from a background not listed and 0.6% are Chinese.

In comparison to the previous academic year, the majority of learners remains those from a White-Other background (25.4% of all learners in 2010/11 were classified as White-Other). Enrolments among the other ethnic groups from which ATN has built up a lot of success in recruiting (Bangladeshi, Black African and Asian-Other) remain very strong. The group from which there has been a marked increase in enrolments from this term is among Pakistani learners – 9.9% of all enrolments in 2010/11, up to 16.7% of all enrolments in 2011/12.

Enrolments by Ethnicity (2007/08 – 2011/12)

Ethnicity	07/08	08/09	09/10	10/11	11/12	07/08 %	08/09 %	09/10 %	10/11 %	11/12 %
African	78	137	60	70	33	18.71	19.97	15.31	18.72	21.15
Bangladeshi	85	188	89	76	24	20.38	27.41	22.70	20.32	15.38
Caribbean	9	15	1	1	0	2.16	2.19	0.26	0.27	0.00
Chinese	6	2	4	8	1	1.44	0.29	1.02	2.14	0.64
Indian	37	38	20	25	10	8.87	5.54	5.10	6.68	6.41
Other	10	8	7	11	4	2.40	1.17	1.79	2.94	2.56
Other Asian	34	37	32	45	23	8.15	5.39	8.16	12.03	14.74
Other Black	13	7	5	0	0	3.12	1.02	1.28	0.00	0.00
Other Mixed	2	7	1	0	0	0.48	1.02	0.26	0.00	0.00
Other White	65	142	132	95	35	15.59	20.70	33.67	25.40	22.44
Pakistani	64	88	33	37	26	15.35	12.83	8.42	9.89	16.67
White/Black African	10	13	6	5	0	2.40	1.90	1.53	1.34	0.00
White/Asian	4	4	2	1	0	0.96	0.58	0.51	0.27	0.00
Total	417	686	392	374	156					

Ethnicity monitoring data shows the following trends:

- An increase in the proportion of African learners for the 2nd year in a row
- A continuous decline in the proportion of Bangladeshi learners since 2008/09 (from a high of 27.42% to the current low of 15.38%)
- Steady enrolments of Indian learners, with ATN set to maintain or increase upon the previous year's figure of 6.68%
- The proportion of Asian-Other learners has continued to rise since 2008/09, from a low of 5.39% to the current high of 14.74%
- The proportion of White-Other learners, which peaked in 2009/10, has declined for the 2nd year in succession to its current rate of 22.44%
- The proportion of Pakistani learners has risen for the 2nd year in succession, from a low of 8.42% in 2009/10 to a current high of 16.67%

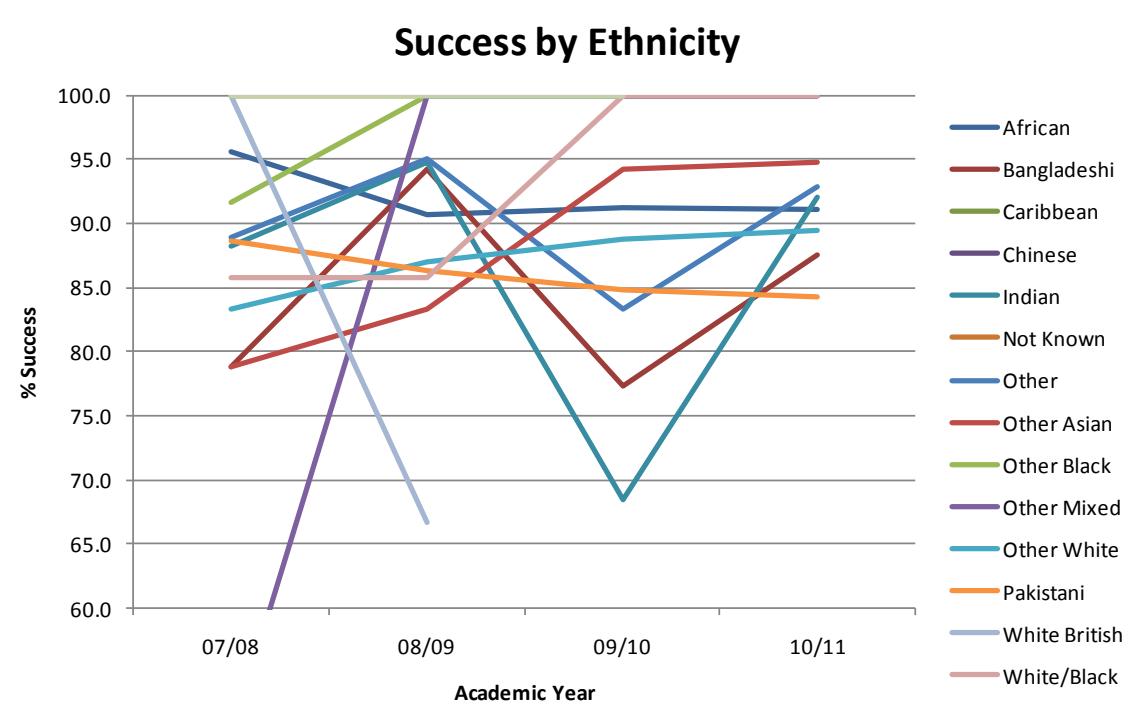
Success Rates (by Ethnicity) – 2007/08 – 2011/12

Ethnicity	Number Enrolled					Success Rate (%)				
	07/08	08/09	09/10	10/11	11/12	07/08	08/09	09/10	10/11	11/12
African	67	64	57	67	33	95.5	90.6	91.2	91.0	
Bangladeshi	80	86	88	72	24	78.8	94.2	77.3	87.5	
Caribbean	0	0	1	1	0	0	0	100	100	
Chinese	4	0	4	8	1	100	0	100	100	
Indian	34	19	19	25	10	88.2	94.7	68.4	92	
Not Known	3	1	0	0	0	100	100	0	0	
Other	9	20	6	14	4	88.9	95.0	83.3	92.9	
Other Asian	33	24	35	38	23	78.8	83.3	94.3	94.7	
Other Black	12	1	5	0	0	91.7	100	100	0	
Other Mixed	2	2	1	1	0	50	100	100	100	
Other White	54	54	134	85	35	83.3	87.0	88.8	89.4	
Pakistani	53	44	33	38	26	88.7	86.4	84.8	84.2	
White British	4	3	0	1	0	100	66.7	0	0	
White/Black	7	7	7	3	0	85.7	85.7	100	100	
White/Asian	2	2	2	0	0	100	100	100	0	

The above chart shows the success rate, by ethnicity for all learners between the academic years 2007/08 and 2010/11 (2011/12 figures to be updated for the next review):

- The success rate for African learners has consistently been above 90% for the last 4 years
- The success rate for Bangladeshi learners rose by 10.2% to 87.5% in 2010/11 over the 2009/10 figure of 77.3%
- The success rate of Indian learners, having fallen in 2009/10, rose back above 90% in 2010/11
- Other Asian learners have retained a 94% success rate for the last 2 years, with consistent numbers of learners enrolled
- The success rate of White-Other learners has risen for the 4th year in a row, from a low of 83.3% in 2007/08 to a high of 89.4% in 2010/11. Should the success rate continue to show similar progress, it may well rise above 90% in the current academic year
- The success rate for Pakistani learners has fallen gradually from a high of 88.7% in 2007/08 to a low of 84.2% in 2010/11. With an increase in the proportion of Pakistani learners recruited for the current academic year, there should be a corresponding raise in the success rate

SUCCESS (by Ethnicity) Graph – 2007/08 – 2010/11



Enrolment by Gender

Year	Females	Males	Total	% Females	% Males
07/08	227	157	384	59.1	40.9
08/09	338	427	765	44.2	55.8
09/10	242	152	394	61.4	38.6
10/11	209	165	374	55.9	44.1
11/12	86	70	156	55.1	44.9

As with previous years (with the exception of 2008/09¹) there remains a higher proportion of female to male learners. Although ATN enrolments are conducted on a first-come, first-served basis, ATN aims for greater parity between the genders and seeks to reduce perceived barriers to learning.

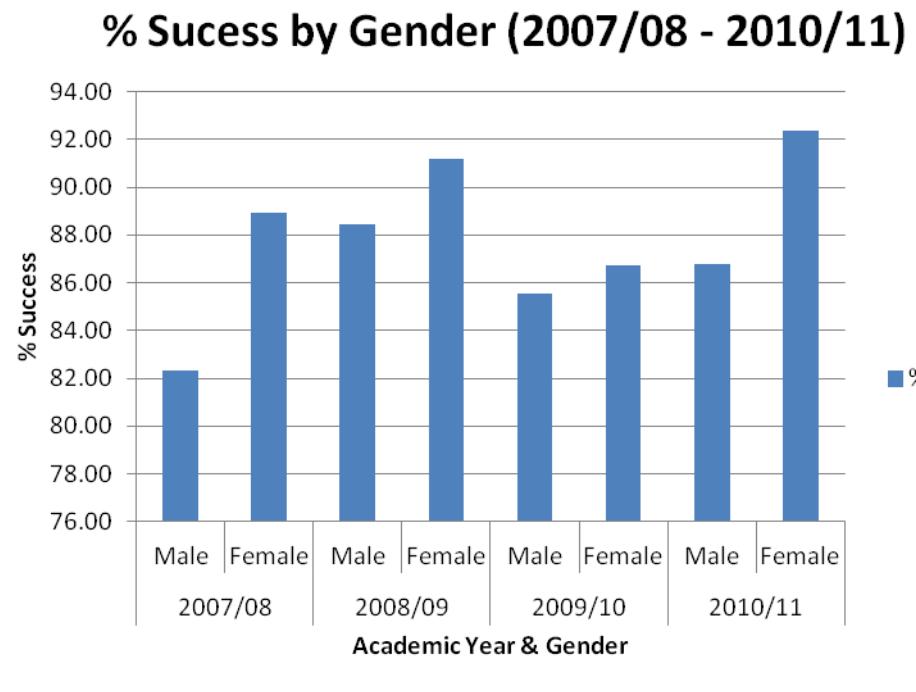
With few exceptions, enrolments from each ethnicity have remained quite equal between genders, i.e. in Leyton African Learners (8M:7F), White Other Learners (14M:17F). In Manor Park, Bangladeshi Learners (12M:11F), Pakistani Learners (8M:8F), but there are a few differences, such as African Learners (4M:14F) and Other Asian Learners (14M:2F).

Gender and Success²

Academic Year	2007/08		2008/09		2009/10		2010/11	
	Male	Female	Male	Female	Male	Female	Male	Female
No. Enrolled	147	226	104	227	159	234	159	196
No. Achieved	121	201	92	207	136	203	138	181
% Success	82.31	88.94	88.46	91.19	85.53	86.75	86.79	92.35

¹ In 2008/09, a series of SIA - Door Supervision courses were run, which attracted a high percentage of male learners.

² Solely for ESOL Learners - Thus, there are some differences in enrolment figures between this chart and the one immediately above.



The above chart displays the success rate, by gender, from 2007/08 to 2010/11.

The success rate of females has consistently been higher than that of males, with a difference of up to 6.63% in 2007/08, lessened to 2.73% in 2008/09, and further to 1.22% in 2009/10. However, the gap widened again to 5.55% in the last academic year (2010/11).

By gender, the female success rate has remained very high for the last four years, going up 2.25% between 2007/08 and 2008/09, before falling by 4.44% to 86.75% in 2009/10. The rate rose in the last academic year (2010/11) by 5.6% to a four year high of 92.35%.

The male success rate started in 2007/08 at its lowest point (82.31%) before rising to a high of 88.46% in 2008/09 (a difference of 6.15%). In 2009/10 the rate fell slightly to 85.53% (2.93% decrease) before rising again in 2010/11 to 86.79% (a rise of 1.26%).

By highlighting the difference in success rates, ATN will attempt to maintain greater parity between the genders (i.e. offering a greater variety of exam topics – some of which may be more appealing to various learners).

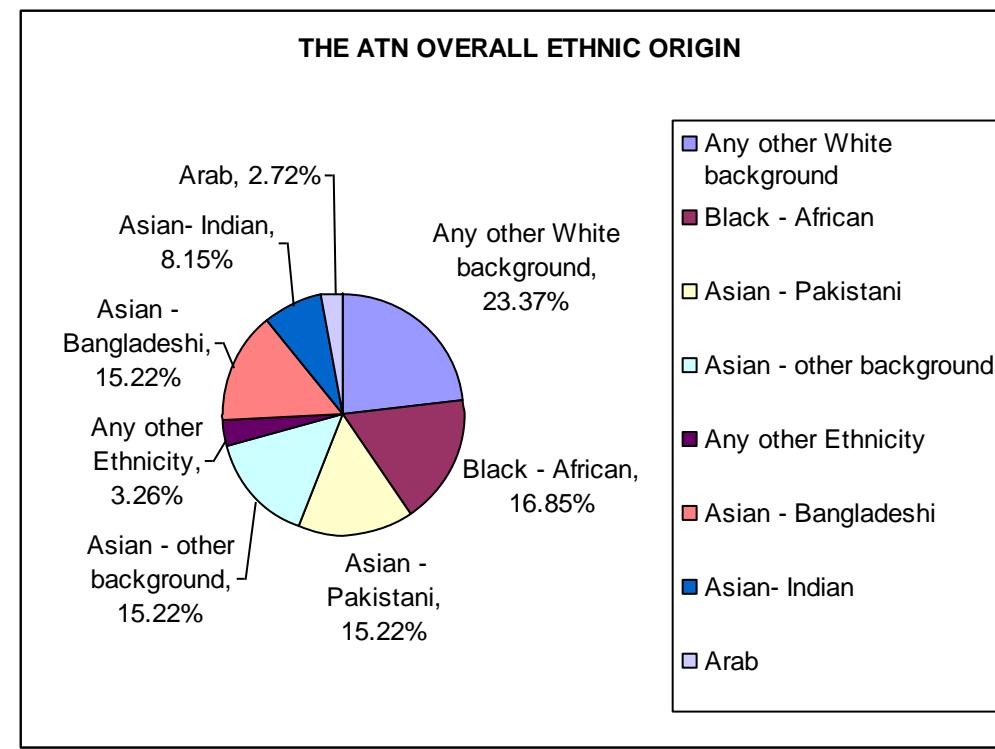
Statistics for Equality and Diversity can be seen in Appendix 1.

March

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This term the current ethnic breakdown of ATN's provision is:

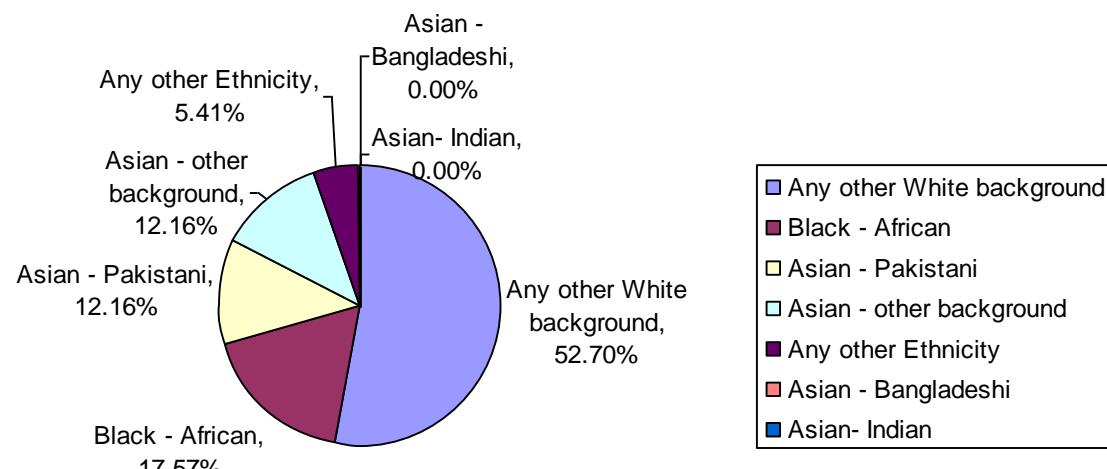
Ethnic origin	Percentage
Any other White background	23.37%
Black - African	16.85%
Asian - Pakistani	15.22%
Asian - other background	15.22%
Any other Ethnicity	3.26%
Asian - Bangladeshi	15.22%
Asian- Indian	8.15%
Arab	2.72%
	100.00%



The ATN Leyton

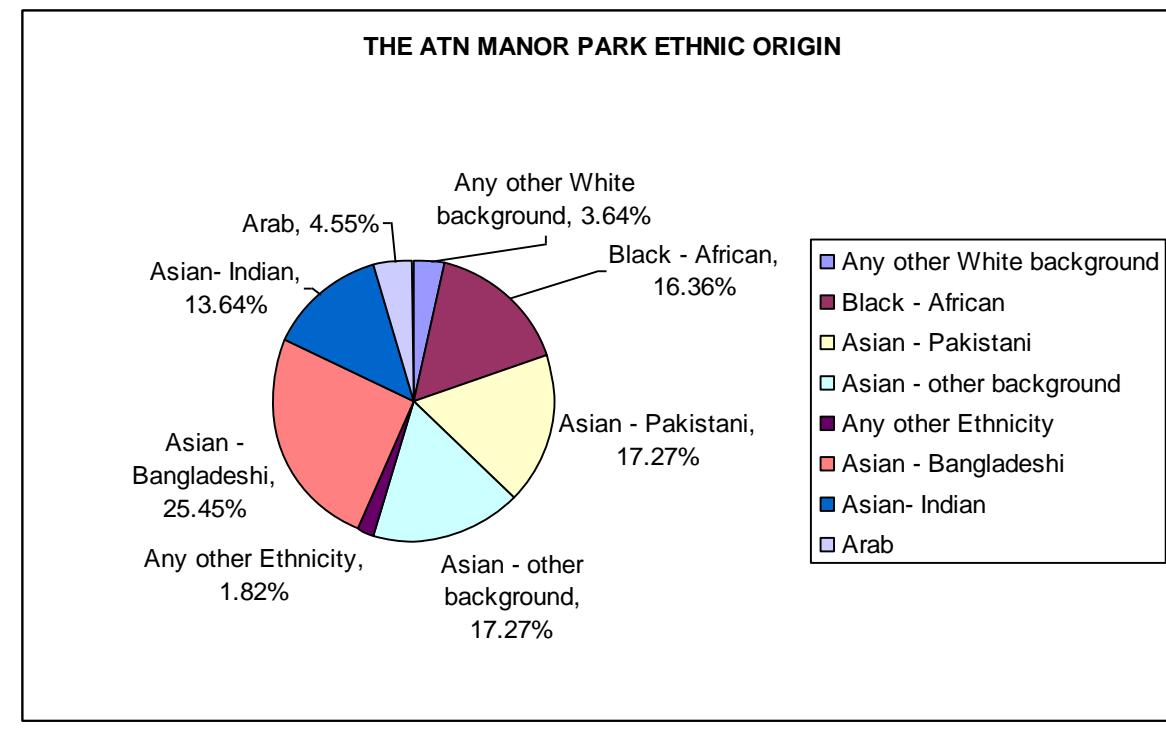
Ethnic origin	Percentage
Any other White background	52.70%
Black - African	17.57%
Asian - Pakistani	12.16%
Asian - other background	12.16%
Any other Ethnicity	5.41%
Asian - Bangladeshi	0.00%
Asian- Indian	0.00%
Arab	0.00%
	100.00%

THE ATN LEYTON ETHNIC ORIGIN



The ATN Manor Park

Ethnic origin	Percentage
Any other White background	3.64%
Black - African	16.36%
Asian - Pakistani	17.27%
Asian - other background	17.27%
Any other Ethnicity	1.82%
Asian - Bangladeshi	25.45%
Asian- Indian	13.64%
Arab	4.55%
	100.00%

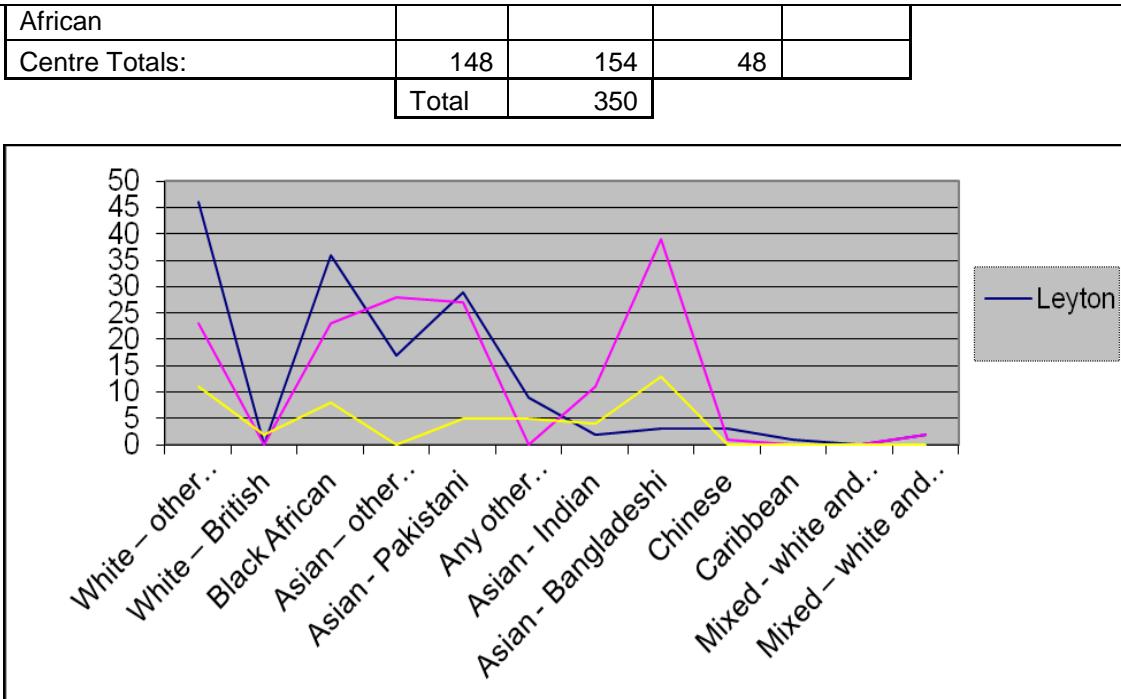


Ethnicity comparison between the ATN Leyton and Manor Park centres shows that:

- The majority of the learners at ATN Leyton (52.70 %) are from a White other background, in comparison to ATN Manor Park (3.64 %). This is a +49.06% at ATN Leyton. Reasons for this are there is a large Eastern European community in need of ESOL in the Leyton area.
- The % of Black African is very similar at both centres. The ATN Leyton (17.57%) versus ATN Manor Park (16.36%) = +1.21 % at ATN Leyton.
- The % of Asian Pakistani is +5.11% higher at ATN Manor Park. {The ATN Leyton (12.6%) v ATN Manor Park (17.27 %) due to the higher number of referrals from JCP of Pakistani learners in Manor Park compared to Leyton.
- The % of Asian other background is +5.11% higher at ATN Manor Park. {The ATN Leyton (12.6%) v ATN Manor Park (17.27 %).
- The % of any other Ethnicity is +3.59 % higher at ATN Leyton. {The ATN Leyton (5.41%) v ATN Manor Park (1.82 %.).
- The majority of the learners at ATN Manor Park (25.45 %) are from an Asian Bangladeshi background, in comparison to ATN Leyton (0 %). This is a +25.45 % at ATN Manor Park. Reasons for this are there is a large Bangladeshi community in need of ESOL in Manor Park. Last term ATN Leyton enrolled 1 Bangladeshi learner on the program.

The current ethnic breakdown of ATN's provision is:

Ethnic origin	Number of Learners			
	Leyton	Manor Park	Barking	% of total
White – other background	46	23	11	22.9%
White – British	0	0	2	0.6%
Black African	36	23	8	19.1%
Asian – other background	17	28	0	12.9%
Asian - Pakistani	29	27	5	17.4%
Any other background	9	0	5	4.0%
Asian - Indian	2	11	4	4.9%
Asian - Bangladeshi	3	39	13	15.7%
Chinese	3	1	0	1.1%
Caribbean	1	0	0	0.3%
Mixed - white and Asian	0	0	0	0.0%
Mixed – white and black	2	2	0	1.1%



Ethnicity_Gender

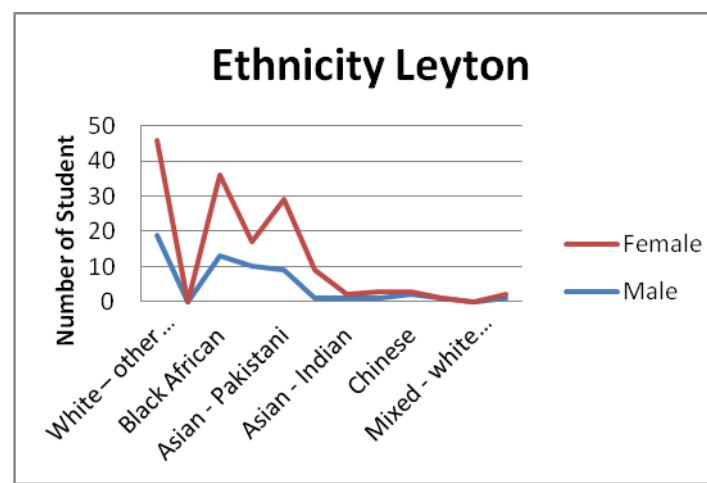
Ethnicity	Male	Female	Leyton	Male	Female	Manor Park	Male	Female	Barking	TOTAL
White – other background	19	27	46	10	13	23	4	8	12	81
White – British	0	0	0	0	0	0	1	1	2	2
Black African	13	23	36	6	17	23	1	7	8	67
Asian – other background	10	7	17	11	15	26	0	0	0	43
Asian - Pakistani	9	20	29	6	22	28	0	4	4	61
Any other background	1	8	9	0	0	0	2	2	4	13
Asian - Indian	1	1	2	4	8	12	3	1	4	18

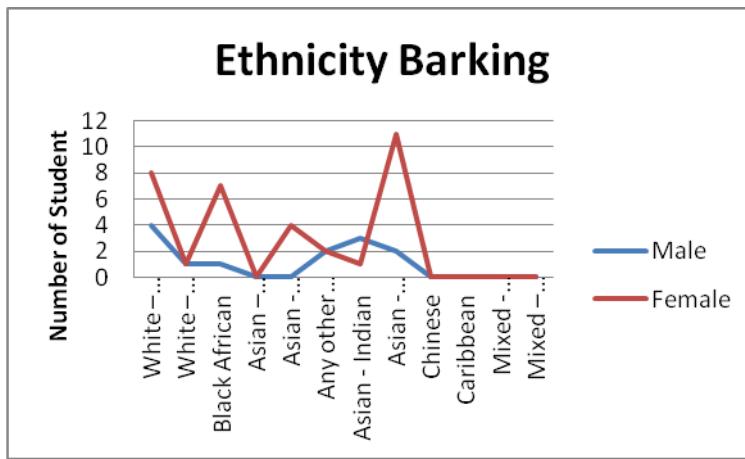
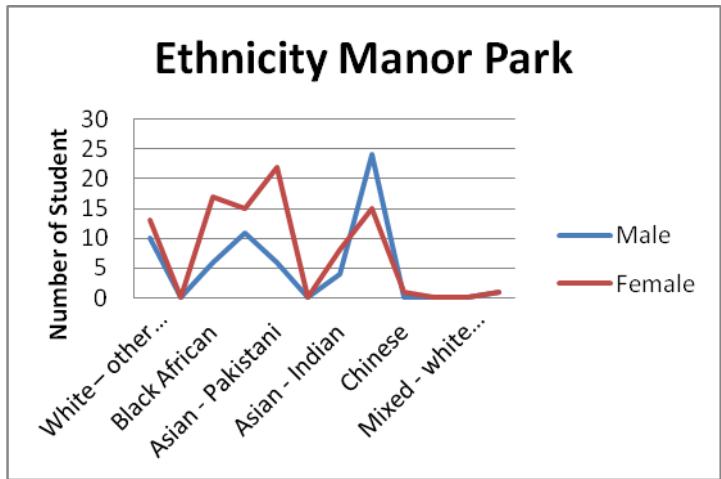
Asian - Bangladeshi	1	2	3	24	15	39	2	11	13	55
Chinese	2	1	3	0	1	1	0	0	0	4
Caribbean	1	0	1	0	0	0	0	0	0	1
Mixed - white and Asian	0	0	0	0	0	0	0	0	0	0
Mixed – white and black										
African	1	1	2	1	1	2	0	0	0	4
Total	58	90	148	62	92	154	13	34	47	349

ATN Enrolments 07/08 - 11/12

Year	Females	Males	Total	%	%
				Females	Males
07/08	227	157	384	59.1	40.9
08/09	338	427	765	44.2	55.8
09/10	242	152	394	61.4	38.6
10/11	209	165	374	55.9	44.1
11/12	217	133	350	62.0	38.0

Over the last five years the proportion of females has fluctuated between 44.2% (08/09) and this years highest figure of 62%. The number of males from a high of 55.8% (08/09) to this years lowest figure of 38.0%. The current figures are similar to the 07/08 groups (59.1% female and 40.9% male) and 09/10 (61.4% female and 38.6% male) and so does not raise any concerns.



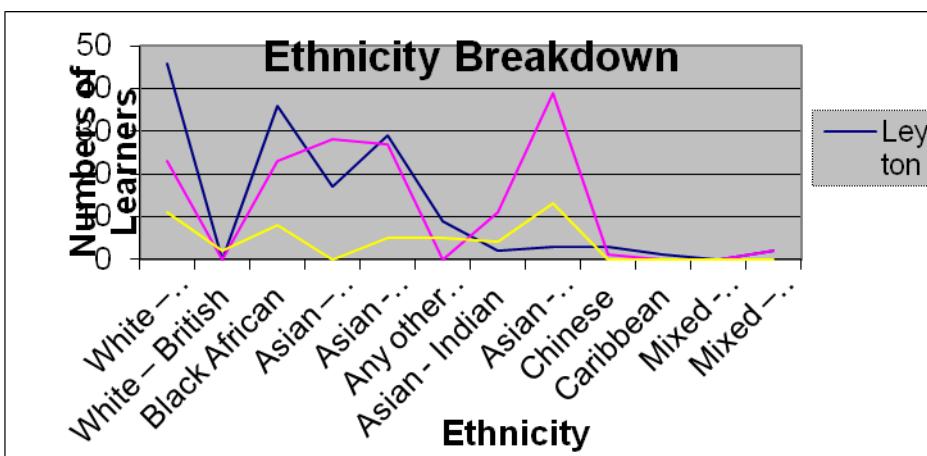


Ethnic origin	Leyton		Manor Park		Barking		% of total
White – other background	46	31.08%	23	14.94%	11	22.92%	22.90%
White – British	0	0.00%	0	0.00%	2	4.17%	0.60%
Black African	36	24.32%	23	14.94%	8	16.67%	19.10%
Asian – other background	17	11.49%	28	18.18%	0	0.00%	12.90%

					Asian - Pakistani	29	19.59%	27	17.53%	5	10.42%		17.40%
					Any other background	9	6.08%	0	0.00%	5	10.42%		4.00%
					Asian - Indian	2	1.35%	11	7.14%	4	8.33%		4.90%
					Asian - Bangladeshi	3	2.03%	39	25.32%	13	27.08%		15.70%
					Chinese	3	2.03%	1	0.65%	0	0.00%		1.10%
					Caribbean	1	0.68%	0	0.00%	0	0.00%		0.30%
					Mixed - white and Asian	0	0.00%	0	0.00%	0	0.00%		0.00%
					Mixed – white and black African	2	1.35%	2	1.30%	0	0.00%		1.10%
					Centre Totals:	148		154		48			

The comparisons of ethnicities across the three centres reflect the different ethnic grouping in the local vicinity of each centre. For example Leyton has a much higher proportion of White - Other backgrounds (31% of the cohort), whereas this group only accounts for 15% of the Manor Park cohort. Similarly the Black African group account for 24% of the Leyton cohort whereas in Manor Park this accounts for 15% and in Barking 17%. By contrast the Asian – Indian group only account for 1.35% of the Leyton cohort but they account for 25% of the Manor Park cohort and 27% of the Barking cohort.

Ethnic origin	Number of Learners			% of total
	Leyton	Manor Park	Barking	
White – other background	46	23	11	22.9%
White – British	0	0	2	0.6%
Black African	36	23	8	19.1%
Asian – other background	17	28	0	12.9%
Asian - Pakistani	29	27	5	17.4%
Any other background	9	0	5	4.0%
Asian - Indian	2	11	4	4.9%
Asian - Bangladeshi	3	39	13	15.7%
Chinese	3	1	0	1.1%
Caribbean	1	0	0	0.3%
Mixed - white and Asian	0	0	0	0.0%
Mixed – white and black African	2	2	0	1.1%
Centre Totals:	148	154	48	
	Total	350		

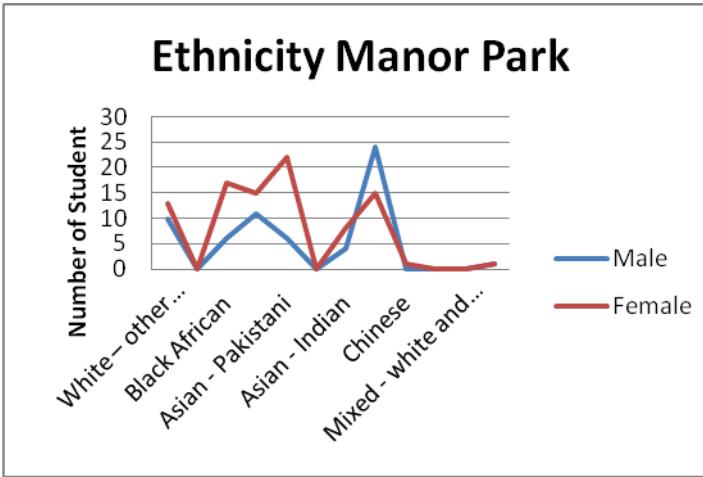
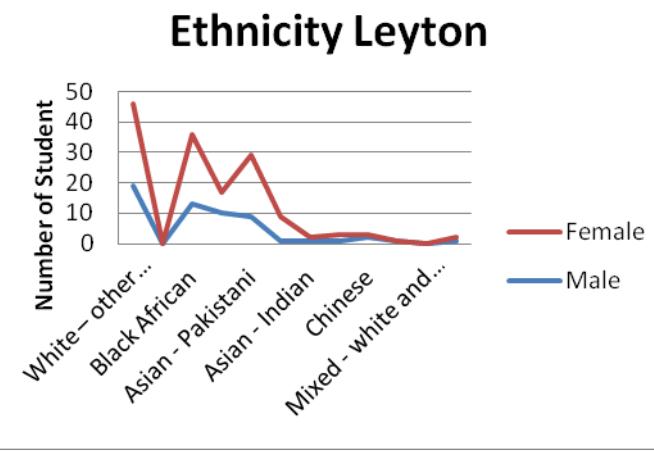


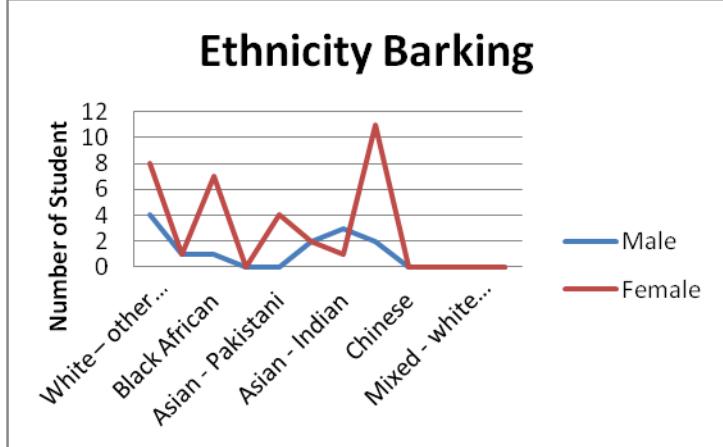
Ethnicity	Male	Female	Leyton	Male	Female	Manor Park	Male	Female	Barking	TOTAL
White – other background	19	27	46	10	13	23	4	8	12	81
White – British	0	0	0	0	0	0	1	1	2	2
Black African	13	23	36	6	17	23	1	7	8	67
Asian – other background	10	7	17	11	15	26	0	0	0	43
Asian - Pakistani	9	20	29	6	22	28	0	4	4	61
Any other background	1	8	9	0	0	0	2	2	4	13
Asian - Indian	1	1	2	4	8	12	3	1	4	18
Asian - Bangladeshi	1	2	3	24	15	39	2	11	13	55
Chinese	2	1	3	0	1	1	0	0	0	4
Caribbean	1	0	1	0	0	0	0	0	0	1
Mixed - white and Asian	0	0	0	0	0	0	0	0	0	0
Mixed – white and black										
African	1	1	2	1	1	2	0	0	0	4
Total	58	90	148	62	92	154	13	34	47	349

ATN Enrolments 07/08 - 11/12

Year	Female s	Males	Total	% Females	% Males
07/08	227	157	384	59.1	40.9
08/09	338	427	765	44.2	55.8
09/10	242	152	394	61.4	38.6
10/11	209	165	374	55.9	44.1
11/12	217	133	350	62.0	38.0

Over the last five years the proportion of females has fluctuated between 44.2% (08/09) and this years highest figure of 62%. The number of males from a high of 55.8% (08/09) to this years lowest figure of 38.0%. The current figures are similar to the 07/08 groups (59.1% female and 40.9% male) and 09/10 (61.4% female and 38.6% male) and so does not raise any concerns.





There recent recruitment has followed the previous pattern of recruitment for the previous terms , with only small insignificant changes to the proportion of learners from the various ethnic groupings. Analysis shows that the majority of learners (22.9%) are from a White-Other background, followed by Black African (19.1%), Pakistani (17.4%), Bangladeshi (15.7%), Asian-Other (12.9%). 4.9% of learners are Indian, 4.0% from a background not listed and 1.1% are Chinese.

In comparison to the previous academic year, the majority of learners remains those from a White-Other background (25.4% of all learners in 2010/11 were classified as White-Other). Enrolments among the other ethnic groups from which ATN has built up a lot of success in recruiting (Bangladeshi, Black African and Asian-Other) remain very strong. The group from which there has been a marked increase in enrolments from this term is among Pakistani learners – 9.9% of all enrolments in 2010/11, up to 17.4% of all enrolments in 2011/12.

Ethnic origin	Leyton		Manor Park		Barking		% of total
White – other background	46	31.08%	23	14.94%	11	22.92%	22.90%
White – British	0	0.00%	0	0.00%	2	4.17%	0.60%
Black African	36	24.32%	23	14.94%	8	16.67%	19.10%
Asian – other background	17	11.49%	28	18.18%	0	0.00%	12.90%
Asian - Pakistani	29	19.59%	27	17.53%	5	10.42%	17.40%
Any other background	9	6.08%	0	0.00%	5	10.42%	4.00%
Asian - Indian	2	1.35%	11	7.14%	4	8.33%	4.90%
Asian - Bangladeshi	3	2.03%	39	25.32%	13	27.08%	15.70%
Chinese	3	2.03%	1	0.65%	0	0.00%	1.10%
Caribbean	1	0.68%	0	0.00%	0	0.00%	0.30%

Mixed - white and Asian	0	0.00%	0	0.00%	0	0.00%		0.00%
Mixed – white and black African	2	1.35%	2	1.30%	0	0.00%		1.10%
Centre Totals:	148		154		48			

The comparisons of ethnicities across the three centres reflect the different ethnic grouping in the local vicinity of each centre. For example Leyton has a much higher proportion of White - Other backgrounds (31% of the cohort), whereas this group only accounts for 15% of the Manor Park cohort. Similarly the Black African group account for 24% of the Leyton cohort whereas in Manor Park this accounts for 15% and in Barking 17%. By contrast the Asian – Indian group only account for 1.35% of the Leyton cohort but they account for 25% of the Manor Park cohort and 27% of the Barking cohort.

Number Enrolled					
Ethnicity	07/08	08/09	09/10	10/11	11/12
Black African	67	64	57	67	76
Bangladeshi	80	86	88	72	63
Caribbean	0	0	1	1	1
Chinese	4	0	4	8	4
Indian	34	19	19	25	18
Not Known	3	1	0	0	0
Other	9	20	6	14	3
Other Asian	33	24	35	38	52
Other Black	12	1	5	0	0
Other Mixed	2	2	1	1	13
Any other					
White background	54	54	134	85	91
Pakistani	53	44	33	38	76
White British	4	3	0	1	2
White/Black	7	7	7	3	4
White/Asian	2	2	2	0	0

Number of Achievements					
Ethnicity	07/08	08/09	09/10	10/11	11/12
Black African	64	58	52	61	66
Bangladeshi	63	81	68	63	53
Caribbean	0	0	1	1	1

Chinese	4	0	4	8	4
Indian	30	18	13	23	16
Not Known	3	1	0	0	0
Other	8	19	5	14	0
Other Asian	26	20	33	36	41
Other Black	11	1	5	0	0
Other Mixed	1	2	1	1	13
Any other White background	45	47	119	76	87
Pakistani	47	38	28	32	56
White British	4	2	0	0	2
White/Black	6	6	7	3	4
White/Asian	2	2	2	0	0

Success Rate (%)					
Ethnicity	07/08	08/09	09/10	10/11	11/12
Black African	96%	91%	91%	91%	87%
Bangladeshi	79%	94%	77%	88%	84%
Caribbean	0%	0%	100%	100%	0%
Chinese	100%	0%	100%	100%	100%
Indian	88%	95%	68%	92%	89%
Not Known	100%	100%	0%	0%	0%
Other	89%	95%	83%	100%	0%
Other Asian	79%	83%	94%	95%	79%
Other Black	92%	100%	100%	0%	0%
Other Mixed	50%	100%	100%	100%	100%
Any other White background	83%	87%	89%	89%	96%
Pakistani	89%	86%	85%	84%	74%
White British	100%	67%	0%	0%	100%
White/Black	86%	86%	100%	100%	100%
White/Asian	100%	100%	100%	0%	0%

Notes

Appendix E

Adult Training Network's Employer's Needs Survey

EMPLOYMENT OPPORTUNITIES & ENGAGEMENT

ATN is ideally located in the heart of west London with excellent transport links to Heathrow Airport. The area is well serviced by buses 105 and 482 which provide potential employees good means of transportation to Heathrow directly.

ATN has conducted market research at Heathrow Terminals 1, 3, 4 and 5 and also along the hotels based along the Bath Road, identifying main qualifications, experience and skills required by the employers. By identifying this information ATN will be able to pitch its provision accordingly. ATN has set up employer engagement opportunities with employers mentioned in the report which have lead to successful clients gained sustainable employments. Employers have been supportive in overcoming employment barriers in the borough,

ATN have invited employers to attend interview workshops in order to help screen suitable clients in order to match them to suitable vacancies that may arise.

SUMMARY:

Out of 32 employers interviewed, 68.8% desired a qualification in Customer Services, 62.5% in Basic Food and Hygiene, 34.3% in Basic Health and Safety, 22% in Literacy, 10% in Retail and 6% in Numeracy.

Of relevant experience required, 9.3% wanted employees with experience of Retail and 68.7% with experience of Customer Services.

Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order); Working under pressure (100% of respondents strongly desire this), Standing (99.4%) , Patience (98.1%),Good Listening and Showing Initiative (97.5%), Customer Service and Team Work(96.9%) and Punctuality (95.6%)

Interestingly, Numeracy skills (85.6%) are more in demand than Literacy skills (83.8%)

The market research was conducted within the retail and food and drinks sectors thereby indicative of the concentration of employers within Heathrow Airport and its vicinity. **Please refer to table below**

No	Organization	Nature of Business	Qualifications/Experience	Desirable Qualifications	Team	Motivating	Leading	Decisions	Assembling/Fixing	Manual Dexterity	Co-ordination	Computers	Money	Admin	Planning	Lit	Num	Customer Service	Selling	Handwriting	Listening	Initiative	Confident	Enthusiastic	Pressure	Standing	Patient	Punctual	Availability of Positions
1	Marks & Spencer	Retail	Good customer service and communication skills	None	5	3	3	4	1	3	5	3	5	3	5	5	5	4	4	4	5	5	3	5	5	5	5	No vacancies. However, client's can drop their CV's.	
2	Boots	Retail	No qualifications necessary. Good customer service skills are essential.	Customer service qualifications.	5	4	3	2	3	3	4	1	5	2	2	4	5	5	5	2	5	5	5	5	5	5	5	Check and apply online	
3	Tie Rack & Rolling Luggage	Retail	No qualifications necessary. Good customer service skills are desirable.	Customer service qualifications.	5	4	3	4	2	3	4	2	5	4	4	4	4	5	5	3	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's.	
4	Glorious Britain	Retail	Good command of English, excellent customer service skills and product knowledge.	In house training is given.	5	4	3	4	1	3	4	1	5	3	3	4	4	5	4	5	5	4	5	5	5	5	5	No vacancies at present. However, client's can drop their CV's for future Sales Assistant positions.	
5	Pound world	Retail	No qualifications necessary. Experience in retail is an advantage.	No qualifications.	5	5	4	5	2	5	5	2	5	4	5	3	3	5	5	2	5	5	5	5	5	5	5	No vacancies at present.	
6	Matalan	Retail	Qualifications aren't essential. Experience in retail is desirable.	No qualifications.	5	5	2	4	2	2	4	2	5	4	4	4	4	5	5	2	5	5	5	5	5	5	5	No vacancies at present.	

7	Sky Food & Wine	Retail	English language and excellent numeracy skills.	English Language, Numeracy and customer service.	4	2	1	1	1	1	5	1	5	1	1	4	5	4	3	3	5	4	4	4	5	5	5	No vacancies at present.	
8	Virgin Media	Retail	Previous retail experience is an advantage. However, in house training given.	Customer service and product knowledge.	5	4	3	4	1	1	5	3	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	They did have Sales Assistant Vacancies, which have just been filled.	
9	Radisson Edwardian Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety, First Aid and chef qualifications.	The qualifications mentioned are offered in house.	5	4	2	4	2	2	4	1	4	3	4	3	3	5	4	2	4	5	4	4	5	5	5	Pastry Chef and Sous Chef.	
10	Sheraton Skyline Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	The qualifications mentioned are offered in house.	4	4	3	3	3	3	4	3	4	4	4	4	4	5	4	3	4	5	4	4	5	5	5	4	Check and apply online
11	Renaissance Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and IT training. Good Customer Service skills. Previous experience an advantage.	In house training given.	5	5	3	3	2	3	4	2	5	4	5	4	5	5	4	2	5	5	5	4	5	5	5	5	Check and apply online
12	Marriott Hotel Twickenham	Hotel	Basic Food Hygiene, Basic Health & Safety, chef qualifications and customer service.	In house training given.	5	4	3	3	3	3	3	3	4	3	3	4	4	5	4	3	5	5	5	4	5	5	5	5	Check and apply online
13	Marriott Hotel Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety, chef qualifications and customer service.	In house training given.	5	5	3	4	2	4	3	2	5	4	5	5	4	5	4	3	5	5	4	4	5	5	5	5	Check and apply online

14	Comfort Hotel Heathrow	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	In house training given.	5	5	5	4	3	4	4	3	4	4	4	4	4	5	4	3	5	5	4	4	5	5	4	4	No vacancies at present.
15	Jury's Inn	Hotel	Basic Food Hygiene, Basic Health & Safety and Customer Service.	It depends on the job. All chefs must be qualified. A basic certificate in food hygiene is desirable. However, is also offered in house.	5	5	4	3	3	4	4	3	3	4	2	4	4	5	5	4	5	5	4	5	5	5	5	No vacancies at present.	
16	Premier Travel Inn	Hotel	Basic Food Hygiene & NVQ Chef qualifications.	Basic Food Hygiene is delivered in house.	4	4	4	4	4	4	4	3	5	4	3	4	4	5	3	3	5	4	4	4	5	5	4	No vacancies at present.	
17	Gold's Gym & Hotel	Hotel & Gym	Sports and fitness qualifications, Basic Food Hygiene and previous experience in the role is desirable.	Sports and fitness qualifications and Basic Food Hygiene.	5	5	5	5	3	4	5	4	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	No vacancies at present.	
18	Café Rouge	Café/catering	Good customer service and communication skills and preferably a level 2 qualification in Food Hygiene.	Basic Food Hygiene, Basic Health & Safety and Customer Service.	5	4	3	5	2	3	4	2	5	5	5	5	5	5	5	2	5	5	5	5	5	5	5	No vacancies at present, but possible in Dec 2011.	
19	Bagel Street Deli Café	Café/catering	A level 2 in Food Hygiene would be an advantage. Good customer service skills.	Basic Food Hygiene and Customer service.	5	4	2	4	2	3	4	2	5	3	4	5	5	5	5	5	5	3	5	5	5	5	5	No vacancies. However, client's can drop their CV's.	
20	Costa Coffee	Café/catering	Good command of English, excellent customer service skills.	Basic Food Hygiene and customer service.	5	3	3	4	1	3	5	3	5	3	3	5	5	4	4	4	5	5	5	5	5	5	5	No vacancies at present.	

21	Costa Ti Mezz	Café/catering	No qualifications necessary.	Basic Food Hygiene, Basic Health & Safety and Customer Service - provided in house.	5	3	3	3	1	2	4	3	5	3	4	5	5	5	4	5	5	5	4	5	5	5	5	5	No vacancies at present.
22	Ponte's Group	Café/catering	No qualifications necessary.	Basic Food Hygiene. Also delivered in house if clients don't have the qualification.	5	4	4	5	2	3	5	2	5	5	5	4	4	5	5	5	2	5	5	4	4	5	5	5	No vacancies. However, client's can drop their CV's.
23	Millie's Cookies	Bakery	No qualifications necessary. Need good customer service skills. Basic Food Hygiene is offered in house.	Basic Food Hygiene and a good command of English.	5	4	2	1	2	3	4	2	3	3	4	5	5	5	5	5	2	5	5	5	4	5	5	5	No vacancies. However, client's can drop their CV's.
24	The Three Bells	Pub	No qualifications necessary. However, bar experience is preferable.	Basic Food Hygiene and customer service.	5	5	3	3	2	3	4	2	5	4	4	4	4	5	5	5	2	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
25	Weatherspoons	Pub	Good English, customer service skills and Basic Food Hygiene. Previous bar work experience desirable, but not essential.	Basic Food Hygiene and customer service.	5	3	3	3	1	1	4	1	5	2	3	4	5	5	5	5	5	5	4	5	5	5	5	5	No vacancies. However, client's can drop their CV's.
26	Bite	Restaurant	Basic Food Hygiene qualifications preferable but not essential. In house training is given.	Basic Food Hygiene, customer service, literacy and numeracy skills.	4	4	3	4	1	3	4	3	5	3	3	4	5	5	4	4	5	5	5	5	5	5	5	5	No vacancies. However, client's can drop their CV's. They usually have catering/kitchen assistant positions.

27	TRS	Food Manufacturing	Yes all clients must have a certificate in Basic Food Hygiene. If they don't then in-house courses are delivered.	Basic Food Hygiene, Basic Health & Safety and Forklift Training	5	5	3	4	2	4	5	3	3	4	5	3	3	5	3	2	4	5	5	5	5	4	4	5	No vacancies at present.
28	Bombay Halwa	Food Manufacturing	It depends on the job. It's an advantage if clients already have a level 2 in Food Hygiene and Health and Safety.	Basic Food Hygiene, Health & Safety, Forklift Training and First Aid.	5	4	2	4	3	4	5	4	3	5	4	3	3	5	2	2	4	5	4	5	5	5	5	No vacancies at present.	
29	Asianic Logistics	Import & Export Courier	Previous experience essential.	Import & export experience, excellent telephone manner and good customer service skills.	4	4	3	3	1	1	4	5	5	5	4	4	4	5	4	5	5	5	5	5	5	5	5	No vacancies at present.	
30	ISG Ltd	Recruitment Agency	Clients must be friendly and approachable, have good customer service skills and are well presented.	It depends on the job.	5	3	3	4	2	4	5	3	3	4	4	5	5	4	2	5	5	5	5	5	5	5	5	They have part-time vacancies only - mainly Passenger Service Assistant jobs.	
31	Aviserve Ltd	Recruitment Agency	Depending on the cleaning and portering vacancies - some may require previous experience. Good command of English, punctuality and attention to detail.	It depends on the job.	5	4	3	3	3	4	5	1	1	1	3	4	4	4	2	3	5	5	5	5	5	5	5	Cleaning and portering vacancies may be available during the Christmas period.	

32	Zero Tolerance Security	security	Candidates must have a valid SIA security badge and preferably a Door Supervision Level 2 Front Line qualification.	SIA Security badge, First Aid and excellent communication skills.	5	3	3	4	1	4	5	1	3	1	4	4	3	5	4	4	5	5	5	5	5	5	Front Line Door Supervision vacancies available to work in Food and hospitality clubs, bars and restaurants.		
32					160	15 5	12 9	97	11 5	64	97	13 8	76	14 0	11 1	12 1	13 4	13 7	15 5	13 1	10 6	15 6	15 6	14 6	15 0	16 0	15 9	15 7	15 3
					Team	Motivating	Leading	Decisions	Assembling/Fixing	Manual Dexterity	Co-ordination	Computers	Money	Admin	Planning	Lit	Num	Customer Service	Selling	Handwriting	Listening	Initiative	Confident	Enthusiastic	Pressure	Standing	Patient	Punctual	
					96.9	80.6	60.6	71.9	40.0	60.6	86.3	47.5	87.5	69.4	75.6	83.8	85.6	96.9	81.9	66.3	97.5	97.5	91.3	93.8	100.0	99.4	98.1	95.6	

Summary of the above table:

Qualifications/Experience in Descending Order			%	In Descending Order	%
Customer Service		22	68.75	Pressure	100.0
Basic Food and Hygiene		20	62.5	Standing	99.4
In House Training		13	40.625	Patient	98.1
Basic Health and Safety		11	34.375	Listening	97.5
No Qualifications		8	25	Initiative	97.5
Literacy		7	21.875	Team	96.9
Chef		5	15.625	Customer Service	96.9
Retail		3	9.375	Punctual	95.6
Numeracy		2	6.25	Enthusiastic	93.8
Forklift Training		2	6.25	Confident	91.3
First Aid		2	6.25	Money	87.5
Bar Experience		2	6.25	Co-ordination	86.3
Telephone		1	3.125	Num	85.6
Sports and Fitness		1	3.125	Lit	83.8
SIA		1	3.125	Selling	81.9
Product Knowledge		2	6.25	Motivating	80.6
IT Training		1	3.125	Planning	75.6
Communications		1	3.125	Decisions	71.9
Literacy vs. Numeracy		Numeracy is wanted more then Literacy		Admin	69.4
				Handwriting	66.3
				Leading	60.6
				Manual Dexterity	60.6
				Computers	47.5
				Assembling/Fixing	40.0

ATN has also conducted market research at the Treaty shopping centre in Hounslow high street and conducted phone interviews with local employers in the Heathrow area, identifying the main qualifications, experience and skills required by the employers. In identifying this information, ATN will pitch its provision accordingly.

To summarise:

Out of **30 employers** interviewed, 40% desired a qualification in Customer Service, 16% in Retail and 33% in Literacy, 6.6% Numeracy and 3.3% SIA Qualification.

Each employer was asked to rate different skills and personal qualities and their desirability. The most sought after were (in order);

People skills: 100% of all respondents agreed that Working in a team and Motivating Others were very important. 63% chose Leading a Group as being very important and 83% chose Decision making.

Practical Skills: 83% of respondents chose Manual Dexterity whilst 93% chose Co-ordination as being very important.

Data Skills: 73% of respondents identified Computers Skills whilst 97 % chose Numeracy, 43% chose Administrative duties and 100% chose Literacy as being important.

Communication Skills: 100% of all respondents regarded Customer Service Skills and Good Listening Skills as being an important skill for prospective employees to possess. 93% of respondents chose Legible Handwriting and 70% chose Selling and persuading.

Personal Strengths: All respondents require employees to be able to use own initiative, Have confidence, Enthusiasm, Possess the ability to work under pressure, Patience and Punctuality.

The market research conducted thus far has, to a large extent, been within the retail, childcare, IT and food & drink sectors – indicative of the concentration of employers within the Hounslow area. **Please refer to table below**

Organisation	Nature of Business	Qualifications/Experience	Desirable Qualifications	Team	Motivating	Leading	Decisions	Assembling/Fixing	Manual Dexterity	Co-ordination	Computers	Money	Admin	Planning	Lit	Num	Cust Serv	Selling	Handwriting	Listening	Initiative	Confident	Enthus	Pressure	Standing	Patient	Punct	Availability of Positions
Primark	Mixed fashion	No	Customer Service Level 1	5	4	4	5	2	4	5	4	4	2	4	5	5	5	5	4	5	5	5	5	5	5	4	5	No
Next	Mixed fashion	No	Retail Skills level 1	5	4	5	5	3	4	4	5	1	2	1	5	5	5	5	4	5	5	5	5	5	5	5	5	No
Tesco	Groceries	No	Retail Skills level 1	5	5	5	5	2	4	4	5	1	2	1	5	5	5	5	4	5	5	5	5	5	5	5	5	No
Sodexo Defence	Facilities Management	No	SIA Level 2	5	4	4	5	2	4	4	5	3	2	1	5	5	5	5	5	5	5	5	5	5	4	5	5	No
Novotel	Leisure	Yes	Literacy Level 1	5	5	2	5	2	4	4	5	3	2	1	5	5	5	5	4	5	5	5	5	5	4	5	5	NO
Subway	Restaurant & Bar	No	Numeracy Level 1	5	5	4	5	2	4	4	4	1	2	3	4	5	5	5	4	5	5	5	5	5	5	5	5	No

Whsmith Staines	Gifts, Confectionaries and stationery	No	Customer Service Level 1	5	4	4	3	2	2	4	4	3	4	3	4	5	5	5	4	5	5	5	5	5	No
Superdrug	Health, Beauty and Hairdressing	No	Retail Skills level 1	5	4	3	3	2	4	4	4	3	4	2	4	5	5	5	5	5	5	5	5	5	No
ASDA	Groceries	No	Numeracy Level 1	5	5	4	5	2	4	5	4	1	3	1	5	5	5	5	5	5	5	4	5	4	No
Giggles Nursery	Childcare	NVQ Childcare Level 3	Literacy Level 1	5	4	4	4	1	4	5	4	2	4	5	5	5	1	4	5	5	5	5	5	5	No
Caffe Gondola	Restaurant & Bar	No	Customer Service Level 1	5	4	2	4	1	4	4	2	3	2	2	5	5	4	2	5	5	5	5	5	5	No
Master Robert Hotel	Leisure	No	Literacy Level 1	5	5	4	3	1	1	3	3	3	4	4	4	5	2	2	5	5	5	5	5	5	No
London Care	Care	No	Customer Service Level 1	5	5	4	5	1	4	1	2	2	4	4	5	4	4	1	4	5	5	5	5	4	No
Top Shop, Hounslow	Mixed fashion	No	Customer Service Level 1	5	4	2	4	1	4	4	4	4	2	4	5	5	5	5	4	5	5	5	5	5	No

Blue Inc	Retail	No	Customer Service Level 1	5	5	4	5	1	1	4	4	4	4	4	5	4	5	5	4	5	5	5	5	5	No	
Waitrose	Groceries	No	Retail Skills level 1	5	5	4	3	1	1	4	5	4	4	4	5	5	5	5	4	5	5	5	4	5	5	No
Gate Aviation	Services	No	Customer Service Level 1	5	4	2	4	1	1	4	2	2	2	2	5	5	5	2	4	5	5	5	5	5	No	
Maison	Homeware and Furniture	No	Customer Service Level 1	5	5	4	5	1	4	4	5	4	4	5	5	5	5	5	4	5	5	5	4	5	No	
Capital Hair & Beauty	Health, Beauty and Hairdressing	No	Customer Service Level 1	5	4	2	5	1	4	4	4	4	2	4	5	5	5	4	5	5	5	5	5	5	No	
Timberland	Footwear	NO	Customer Service Level 1	5	5	4	5	1	4	4	4	4	3	4	5	5	5	4	5	5	5	5	5	5	No	
Civic Centre	Services	No	Literacy Level 2	5	5	4	5	2	4	4	5	4	5	5	5	5	5	2	5	5	5	5	5	4	No	
Amadues	IT Software Development	IT Programming	Literacy Level 2	5	5	5	5	2	5	5	5	4	4	5	5	2	4	3	5	5	5	5	5	4	4	No

Morrisons	Groceries	No	Customer Service Level 1	5	5	2	4	2	4	4	4	4	2	4	5	5	5	4	5	4	5	5	5	5	5	No
Enterprise Cleaning	Services	No	Literacy Entry Level	5	4	2	2	1	5	4	2	2	2	4	4	4	4	1	4	5	5	4	5	5	5	No
Prestige Dry Cleaners	Services	No	Literacy Level 1	5	4	2	4	2	4	4	2	4	4	4	5	5	5	3	4	5	5	5	5	5	5	No
Pizza Perfection	Restaurant & Bar	No	Literacy Level 1	5	4	3	4	2	4	4	4	4	4	4	4	5	5	4	4	5	5	5	5	5	5	No
Wilkinson	Deaprtment Stores	No	Retail Skills level 1	5	4	5	5	3	4	4	5	1	2	1	5	5	5	4	5	5	5	5	5	5	5	No
Yummishes	Restaurant & Bar	No	Literacy Level 1	5	5	2	5	2	4	5	2	4	2	5	5	5	5	4	5	5	5	5	5	5	5	No
Windsor Kindergarten	Nursery	NVQChildcare Level 3	Literacy Level 1	5	4	5	5	1	4	5	4	2	5	5	5	5	1	5	5	5	5	5	5	5	5	No
Wasabi Sushi and Bento	Restaurant & Bar	No	Customer Service Level 1	5	4	4	5	1	4	5	2	2	2	2	5	5	5	4	4	5	5	5	5	5	5	No

Appendix F

Adult Training Network's

Performance Report
For

Ingeus REACH Project

KPA	Indicator	Star rating points	Total available
Contract performance	Delivery against contract targets	17.4	48
	Delivery against contract diversity targets	10.0	12
Quality	Conversion rate for positive outcomes	0.7	12
	Self assessment of quality	7.0	9
	Customer satisfaction	0.0	9
Contract compliance	Contract compliance	0.0	10
Total Star Rating points		35.1	

Star rating guidance		
4 stars	87.5 - 100	points
3 stars	75 - 87.4	points
2 stars	62.5 - 74.9	points
1 star	40 - 62.4	points
0 star	< 40	points

Star rating

West London Sustained Employment Programme
LB Ealing

BAME			
Target	Total pts available	% Delivery	Star rating points
Sustained Employment	2.000	157.1%	2.0
Starts	2.000	154.5%	2.0
Job Entries	0.000	123.1%	0.0
Insert target 4	0.000	0.0%	0.0
Insert target 5	0.000	0.0%	0.0
Insert target 6	0.000	0.0%	0.0
Insert target 7 name here	0.000	0.0%	0.0
Insert target 8 name here	0.000	0.0%	0.0
Star rating points		4.0	

Delivery against contract targets indicator			
Target	Total pts available	% Delivery	Star rating points
Sustained Employment	24	36.8%	8.8
Starts	24	35.8%	8.6
Job Entries	0	42.6%	0.0
Insert target 4	0	0.0%	0.0
Insert target 5	0	0.0%	0.0
Insert target 6	0	0.0%	0.0
Insert target 7 name here	0	0.0%	0.0
Insert target 8 name here	0	0.0%	0.0
Total Star Rating points		17.4	

Disabled			
Target	Total pts available	% Delivery	Star rating points
Sustained Employment	2.000	0.0%	0.0
Starts	2.000	204.5%	2.0
Job Entries	0.000	115.4%	0.0
Insert target 4	0.000	0.0%	0.0
Insert target 5	0.000	0.0%	0.0
Insert target 6	0.000	0.0%	0.0
Insert target 7 name here	0.000	0.0%	0.0
Insert target 8 name here	0.000	0.0%	0.0
Star rating points		2.0	

Delivery against diversity targets indicator	
BAME	4.0
Disabled	2.0
Women	4.0
Total Star Rating points	10.0

West London Sustained Employment Programme
LB Ealing

Women			
Target	Total pts available	% Delivery	Star rating points
Sustained Employment	2.000	185.7%	2.0
Starts	2.000	159.1%	2.0
Job Entries	0.000	161.5%	0.0
Insert target 4	0.000	0.0%	0.0
Insert target 5	0.000	0.0%	0.0
Insert target 6	0.000	0.0%	0.0
Insert target 7 name here	0.000	0.0%	0.0
Insert target 8 name here	0.000	0.0%	0.0
Star rating points		4.0	

Primary Outcome	Target number of starts	Actual number of starts	Target number of primary outcomes	Actual number of primary outcomes	Target conversion rate	Actual conversion rate	Actual conversion rate minus target conversion rate	Total Star Rating points
Sustained Employment	123	44	38	14	30.89%	31.82%	0.92%	0.7

West London Sustained Employment Programme

LB Ealing

West London Sustained Employment Programme

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Question	In place? F = fully FI = fully in place but needs some improvement P = partially in place N = not in place/being developed	Evidence or examples of current practice	Assessment of level of performance Rate 1 – 4 1 = Outstanding; 2= Good; 3 = Satisfactory; 4 = Inadequate	Priority for action? Rank 1 – 3 1 = high priority
Quality of provision/meeting client needs				

1. There is a comprehensive induction for all clients	F	Given that there have been no new starts this quarter there has not been a need to undertake an induction of clients. ATN is currently working with existing clients who have previously been inducted.	1	3
2. Clients receive appropriate advice and guidance on starting and on completion of participation in the service	F	Clients continue to receive appropriate advice and guidance throughout the programme, and when they gain employment. Once clients gain employment we contact them once a month to see how they are getting on, and if they need any further support and assistance. This service we provide for clients in work helps them to sustain employment in the long run. For clients who are still on the programme, we try to contact them once or twice a week.	2	2

<p>3. Progress reviews are used effectively with appropriate targets being set together with the client, to assist progression and achievement of goals</p>		<p>Client have a progress review every 8 weeks with an advisor. Previous targets are reviewed and if achieved new targets are set and agreed with the client.</p>		
Continuous Improvement				

4. Effectiveness is regularly monitored and evaluated against the aims and objectives of the service to ensure that it is responsive to customer needs and local priorities

A few clients come to the centre at least twice a week to search and apply for jobs, cold call employers, take part in one-to-one Mock interviews, attend workshops (Interview Techniques, CV writing, Covering and Speculative Letters, Confidence Building). There continues to be a follow up on absenteeism, and appointments are rearranged. Efforts are always made to re engage clients who have been on the programme for a long time and have had no success. We book one to one appointments with the clients and set new targets.

F

3

1

5. An effective quality assurance process is embedded throughout the organisation	F	<p>ATN's Performance management follows the 'Practical Quality Assurance System for Small Organisations' (PQASSO) system and is the responsibility of the Managing Director, Sarjeet Singh Gill. Continuous Quality Improvement is based on self-assessment in an honest and evidenced-based way to address weaknesses and build on strengths, and to provide a continuously improving service for participants, partners and employers. It involves surveys of participants and employers, using questionnaires, focus groups and meetings, collection of information on performance, key performance indicators include retention, achievement, destinations, analysis by Equal Opportunities categories and attendance. Each quarter these figures are compared with base-line figures on the demographics for the delivery area and for performance targets for similar projects. Quarterly reviews form the basis for the Project Development Plan and the Self Assessment Report. This Development Plan addresses identified weakness from the Self Assessment Report. Lesson Observations are integral and follow the Ofsted framework for inspection. Retention and Achievement action plans are produced if a course is identified as having retention or achievement issues. All necessary information required by the Prime Contractor and Funding Body is recorded on ATN's MI system and the Prime Contractor's ResMan database.</p> <p>Participants complete attendance timesheets, which are verified by mentors/job brokers. Information collected include hours attended, activities undertaken and progress made. All outputs and outcomes are monitored against targets; this also specifically includes Equal Opportunities and Diversity targets. An audit trail for participants who receive financial support has been established, monitored and verified by the project manager. All project costs, appropriately evidenced, are recorded, monitored, evaluated and claimed. Monthly evaluation reports are produced containing each month's management statistics, start dates, number of participants, hours and costs for participants, staff and administration.</p>	2	3
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Leadership, management and infrastructure

<p>6. There is a clear vision and associated aims and objectives for the organisation with a strategic plan/business plan/development plan in place that is reviewed on a regular basis</p>	<p>F1</p>	<p>ATN has a clear mission statement which is as follows:</p> <ul style="list-style-type: none"> - The Adult Training Network (also known simply as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. - One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees, homeless and members of ethnic minority communities to support their entry into meaningful employment. - In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large. ATN also has clear aims and objectives for good quality education including job brokerage leading to sustainable employment. In addition, there is a business plan including a development plan which is updated and reviewed on a regular quarterly basis. 	<p>2</p>	<p>3</p>
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7. An engagement and outreach strategy is in place and reviewed regularly	<p>Robust employer engagement has continued to take place in the local area including hotels, retailers, catering and cleaning companies. Cold calling employers takes place on a daily basis.</p> <p>Mock Interview sessions take place regularly. This has led to clients attending more interviews each week.</p> <p>The Hounslow Mental Health Team has started to refer IB claimants to us in the past and we have a good relationship with them. We can make referrals to them if we come across a client that requires their services.</p> <p>Work placements/work trials are organised by liaising with current and new employers. This is done by visiting employers and building a good relationship with them. Once a good relationship is established employers contact us when job vacancies arise. We regularly send a list of client updates to the Hounslow JCP who have promised to chase up on clients with poor attendance.</p>	2	3
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8. Sub delivery partners are, effectively managed to ensure that the needs of clients are met *NB: if no provision is sub contracted please insert '0' in column E.*

				0	
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<p>9. Networks with key stakeholders are effectively used, managed, maintained and reviewed to ensure that the service meets the needs of clients and employers are met and promotes social cohesion</p>	<p>F</p>	<p>9. Good working relationships continue to develop with a number of key stakeholders in terms of referrals/recruiting clients for the project and getting clients into work. We are liaising with many organisations/employers including some of the following:</p> <ul style="list-style-type: none"> • Hounslow Job Centre • Hounslow Community Mental Health • Hounslow Substance Misuse Team • Employers within the Vista Business centre • Hounslow Citizens Advice Bureau • Employment Agencies in Hounslow • Hounslow Homes • Places for Children (Hounslow) <p>Whsmith Heathrow, Superdrug Hounslow,</p>	<p>2</p>	<p>3</p>
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<p>10. There is a commitment to continuous professional development and staff are appropriately trained and experienced to provide the breadth of skills and interventions to support and progress clients</p>		<p>ATN staff are required to attend both internal and external training sessions. All staff attended a Safeguarding training session on Friday 1st April 2011. We had a training day on how to use Resman effectively and a colleague recently attended a workshop organised by Ingeus on how to best support clients on health benefits.</p>		<p>2</p> <p>3</p>
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11. Equality and Diversity are effectively promoted, discrimination tackled and reasonable adjustments provided for clients and staff

The Adult Training Network (ATN) is committed to equal opportunities and positively welcomes all people who respect the right of others. ATN actively seeks to prevent all kinds of discrimination. ATN acknowledges that developing equal opportunities is a continual process requiring review, evaluation and target setting. ATN recognises the cultural diversity of the student body. ATN offers equality of opportunity to all potential customers and current customers to access education and learning. Learning opportunities will be available to all sections of the community who have been traditionally disadvantaged from accessing education/training (e.g. disabled people, women with children etc). ATN and it's staff provide the best quality education to all it's customers and provide opportunities for progression and achievement and advancement in the ATN environment.

1

3

Indicator	Rating (1 - 4)	Star Rating points
1	1	0.9
2	2	0.675
3	2	0.675
4	3	0.45
5	2	0.675
6	2	0.675
7	2	0.675
8	0	0
9	2	0.675
10	2	0.675
11	1	0.9
Total Star Rating points		6.975

Conversion table	
Rating	Points
1	0.9
2	0.675
3	0.45
4	0.225

West London Sustained Employment
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Appendix G

Adult Training Network's Annual Celebration of Success Menu & Programme

Wednesday 18th July 2012

MENU

STARTER

CHILLI PANEER

(INDIAN CHEESE PLACED ON SKEWER AND ROASTED)

HARA-BHARA KEBAB

(VEGETARIAN VERSION OF THE KEBAB WHICH IS FILLED WITH
GREEN PEAS, SPINACH AND POTATOES)

JEERA CHICKEN

(PIECES OF CHICKEN BREAST IN A CUMIN SPICED CURRY SAUCE)

FRIED FISH

FRESH GREEN SALAD

MAIN COURSE

PULLAU RICE

(STEAMED RICE DISH COOKED WITH VEGETABLES)

CHICKEN JALFREZI

(TENDER CUBES OF CHICKEN WITH DELICIOUS GRAVY)

SHAHİ PANEER

(A PREPARATION OF CHEESE, CREAM AND TOMATO CURRY)

DAALL MAKHANI

(LENTILS COOKED WITH ONION, GARLIC, TOMATOES AND SPICES)

GOBI MATAR

NAAN

(BREAD)

RAITA

(COOLING COMBINATION OF YOGURT, ONION AND BUNDI)

FRESH GREEN SALAD

DESSERT

GAJER HALWA

(MADE FROM FRESH CARROTS AND COOKED IN MILK AND GHEE AND
GARNISHED WITH NUTS AND RAISINS)

PROGRAMME

Part - I

- 18:00 - 18:15
18:15 - 18:25
- ◆ Centre Manager
 - ◆ Director
 - ◆ Trustee of ATN Colin Wheeler

18:25 - 18:35

Speech by MP, V.Sharma

- 18:35 - 19:40
- Presentation of Special Awards by MP
Presentation of Certificates & Speeches by funding agencies:
- ◆ Richmond upon Thames College
 - ◆ Ingeus
 - ◆ Reed in Partnership

19:40 - 20:30

STARTER

Students' Performance

- ◆ Bollywood Dance - Anisha Sharma
- ◆ Song - Harmonium - Kawaal Sarna
Tabla - Tarsem Singh
- ◆ Song - Heal the World - Nirusha Tharmakulaseelan
- ◆ Fashion Show
- ◆ Bhangra

20:30 - 21:30

Part - II

Dinner

- ◆ Latvian Dance - Svetlana
- ◆ Song - Charanjit Kaur Johal
Tabla - Tarsem Singh
- ◆ Speech - Malini Arunasalan
- ◆ Song - Portuguese - Maria Rodrigues

21:30 - 21:35

Vote of thanks and closing remarks
◆ Centre Manager

Part - III

DANCE PARTY