

Department (Curriculum) Self-Assessment Report 2012-13

Department:	Adult Training Network
Department Manager:	Sarjeet Singh Gill

AREAS OF SIGNIFICANT CHANGE/IMPROVEMENT SINCE THE LAST SAR: (use your QiP from 2012-13 as the basis for writing this section)		
Change/Improvement	Impact on Learners	Contribution to Strategic Intentions
New premises were sourced in Southall which provided a more appropriate ambience for teaching and learning	Learners are more engaged and enjoy their learning experience	Consistently high achievement and success rates
Skills for life programmes were conducted in another West London borough, namely Hillingdon	A greater geographical spread of learners was able to acquire basic skills in ESOL, Literacy and ICT to remove essential skills barriers to work and help them progress into employment.	Greater opportunities for learners in another borough to engage in education
Opportunities for learners to access job boards and additional support from trainers on other welfare to work programmes	Entry into employment resulting in positive progression pathways for some learners	Ensuring that the Skills for Life achievements are allied to job outcomes for the social and economic well being of learners in particular and London in general.
Pilot courses in English and Mathematical Skills were conducted in the April – July term	Learners were able to acquire new skills in Maths and English to support their progression into work. Learners also acquired new skills to help them manage their finances more efficiently.	Tutors became familiar with new materials and new course content. To support the delivery of similar programmes in the new academic year. To link course content to facilitate job search

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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, (New modern offices at 18 The Arches Business Centre, Merrick Road, Southall, Middlesex, UB2 4AU), New modern offices at 1st Floor, Warley Chambers, Warley Road, UBU 0PX) and at the Vista Business Centre, Suite B513, 50 Salisbury Road, Hounslow, Middlesex. (New modern offices at 3rd Floor, Holdsworth House, 65-73 Staines Road, Hounslow, Middlesex in partnership with Richmond upon Thames College. Courses were conducted from September 2012 to August 2013.

In this period the following courses were conducted: SKILLS FOR LIFE: - ESOL (Courses covering all levels from Entry Level 1 to Entry Level 3 and including Speaking & Listening as well as the full award), Literacy (Courses covering all levels from Entry Level 1 to Entry Level 3) and English Skills; Numeracy (Entry Level 2) and Mathematics Skills; ICT Courses:- Start IT (ITQ) Entry Level 3 Award for IT Users, Level 1 Award for IT users and Level 1 Certificate for IT Users.

In 2012-13 there were a total of 946 enrolments, slightly down (44 enrolments, 4.4%) from the 2011-12 figure of 990 enrolments. The 2011-12 figure was increased from the 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). There were 542 enrolments for ESOL, Literacy, Numeracy, English Skills and Mathematics Skills, which was a significant increase of 88 (19.4%) over the previous year (2011-12) 454 for Basic Skills (SfL including ESOL) and continued a trend for the last three years. (Previous figures show 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).

There were 398 ICT enrolments which was 108 (21%) fewer than the 506 in 2011-12, again continuing a trend over the last two years. (Previous figures show the 2011-12 figure 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 2012-13, there were a total of 372 ESOL enrolments, which represented 39% of the total enrolments, 141 Literacy/English Skills enrolments (15%), 35 Numeracy/Mathematics Skills enrolments (4%) and 398 ICT enrolments (42%).

In 2012 -2013 the Full Success Rate percentage for all programmes (ESOL, Literacy, English Skills, Numeracy, Mathematics Skills and

ICT) was 88.16% which was marginally lower than the 89.70% for 2011-12. This continued a consistently high trend over the last 4 years. In 2010-2011 the Full Success Rate percentage for all programmes of 88.98% had slightly improved from 87.6% in 2009-2010 which 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 August 2012 and July 2013, attendance was 85% cumulatively for all courses across the Southall and Hounslow Centres which is in line with the benchmark national average.

The punctuality rate between August 2012 and July 2013 was 95% which appears to be a very good punctuality rate although no additional data for comparison is available.

All programmes were offered ALS support as in previous years resulting in excellent retention (91.33%) and success (88.16%) 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 West London project has been delegated to the Regional Manager and local Centre Managers of ATN.

In the period September 2012 – August 2013 In the period September 2012 – August 2013, Ealing (ATN Southall) employed a total of 25 staff members who served the RUTC programmes. It includes a Centre Manager, two full time and one part time administrator, one Quality Assurance inspector, one full time and three part time ESOL tutors, two full time ICT tutors, one full time and one part time Literacy tutors, one part time English & Mathematics skills tutor, 2 full time and 3 part time Additional learning supports, two Financial Coordinators, two part time cleaner, one part time HR Administrator and one full time Network Engineer.

In Hounslow (ATN Hounslow) 6 members of staff were employed for the RUTC programmes, a full time Centre Manager, one full time Administrator, one part time ESOL tutor, one Literacy tutor, one full time ICT tutor and one cleaner.

In Hillingdon (ATN Hayes) there were a total of 12 members of staff employed to serve the RUTC programme. It included one Centre Manager, 2 part time administrators, one full time and three part time ESOL tutors, one full time ICT tutor, two part time Literacy tutors, one part time and one full time ALS and one cleaner.

In the period September 2011 – August 2012, there were a total of 9 ESOL tutors across all three centres (ATN Southall, Hayes, Hounslow) compared to the year 12-13 were there were 11 ESOL tutors. This is an increase of 22% in the year 12-13.

Relatively, there has been increase of additional 3 part time Literacy tutors in the year 12-13 compared to the previous year of 1.5 full time tutors.

Comparatively, there has been a huge increase of 42% in the number of ALS provided for the RUTC programmes. This is an increase of 1.5 full time ALS's in the year 12-13.

All the increase in staffing for the year 12-13 has resulted in a good quality delivery with excellent QA systems in place for effective teaching and learning.

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 2012-13 there were 372 enrolments with 322 (86.56%) retentions. This represented a very slight decline from 2011-12 where there were 437 enrolments with 388 (88.79%) retentions. There were 315 full achievements (97.83%) with a full success rate of 84.68%. This was a slight % increase over the 2011-12 figures of 372 full achievements (95.88%) albeit with a slightly lower percentage Full Success Rate (85.13% in 2011/2021).

With specific regard to ICT courses for 2012-13 there were 398 enrolments with 391 (98.24%) retentions. This represented a very slight decline from 2011-12 where there were 431 enrolments (98.61%) retentions. There were 369 full achievements (94.37%) with a full success rate of 92.71%. This was a slight % decrease over the 2011-12 figures of 406 full achievements 95.53%) and a slightly lower percentage Full Success Rate of 94.20 %.

With specific regard to Literacy courses for 2012-13 there were 118 enrolments with 97 (82.2%) retentions. This represented a % decrease from 2011-12 where there were 113 enrolments with 102 (90.27%) retentions. There were 96 full achievements (98.97%) with a full success rate of 81.36%. This was a slight % decrease over the 2011-12 figures of 102 full achievements (100%) and a slightly lower percentage than the Full Success Rate of 90.27 % in 2011-12.

With specific regard to English and Mathematical skills courses for 2012-13 there were 23 enrolments for each programme with 21 (91.30 %) retentions each. The full achievement and success rate were 100% and 91.30% respectively for each course. Comparisons with the previous year are not possible as this is the first occasion when these programmes were conducted.

CIF: A. OUTCOMES FOR LEARNERS	Self Assessment Grade	2	Validated Grade	2
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INSERT DATA TABLES – FORMAT/SOURCE TO BE CONFIRMED FOR FINAL VERSION

Success rates

Retention rates

Achievement rates

High grade

Value added

Progression

Achievement Gaps

Please see attached annexure 'A' for 2012 - 2013 detailed statistics from ATN's figures

Please see attached annexure B for the QIP

The evaluation of:

- A1.** How well learners achieve and make progress relative to their starting points and learning goals?
- A2.** How well achievement gaps narrowing between different groups of learners?
- A3.** How well learners develop personal, social and employability skills?
- A4.** How well learner's progress to courses leading to higher-level qualifications and into jobs that meet local and national needs?

Ref	Strengths	Evidence	Evidence Source
A1.	Retention, Achievement, Success performance	For 2012-2013: ESOL Courses Retention Rate was 86.56%, ESOL Courses Achievement Rate was 97.83% ESOL Courses Success Rate was 84.68% This compares very favourably with local and national benchmarks. For 2012-2013:	SAR (ATN MI Data)

		<p>Numeracy Courses Retention Rate was 100% Numeracy Courses Achievement Rate was 100% Numeracy Courses Success Rate was 100% These figures compare very favourably with local and national benchmarks.</p> <p>For 2012-2013: Literacy Courses Retention Rate was 82.20%, Literacy Courses Achievement Rate was 98.97% Literacy Courses Success Rate was 81.36 % All of these compare very favourably with local and national benchmarks</p> <p>For 2012-2013: ICT Courses Retention Rate was 98.24%, ICT Courses Achievement Rate was 94.37% ICT Courses Success Rate was 92.79% All of these compare very favourably with local and national benchmarks</p> <p>For 2012-2013: English Courses Retention Rate was 91.30%, ESOL Courses Achievement Rate was 100% ESOL Courses Success Rate was 91.30% All of these compare very favourably with local and national benchmarks</p> <p>Mathematics Courses Retention Rate was 91.30%,</p>	
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		<p>Mathematics Courses Achievement Rate was 100%</p> <p>Mathematics Courses Success Rate was 91.30%</p> <p>All of these compare very favourably with local and national benchmarks</p> <p>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.</p> <p>Success rates amongst ESOL groups working towards their qualification remained good with an overall success rate of 86.34% in ESOL.</p> <p>In 2012 -2013 the Full Success Rate percentage for all programmes (ESOL, Literacy, English Skills, Numeracy, Mathematics Skills and ICT) was 88.16% which was marginally lower than the 89.70% for 2011-12. This has however continued a consistently high trend over the last 4 years.</p>	
A2.	Achievement gaps are narrowing between different groups of learners	The achievement rate for learners, who received additional support, is consistently high (100%). During Sep 2012 – August 2013 100% of ESOL and English & Maths skills, learners received additional support. 150 out of 369 ICT learners and 50 out of 96 Literacy learners received additional support.	<p>Mid & End course evaluations</p> <p>Observation reports</p> <p>Course evaluation reports</p>

		<p>Although we have identified the requirement to improve the system to identify the performance of learners from different backgrounds of society, it appears that most learners felt that they had been empowered by their respective tutors and support staff to build confidence, to achieve their course targets and to succeed in their lives. For example CER by an ICT tutor identified that her learners felt " a whole new world had opened up to them" (CER, 13th May 2013). Most learners feel that appropriate and timely information, advice and guidance supports their learning effectively (End course evaluation July 2013).</p> <p>According to the End course survey (July 2013)96 % 797 learners found the other members of their group as friendly and supportive. It is also evident from the Mid & End course evaluations that ATN actively and successfully promotes equality & diversity and tackle bullying and discrimination, which help to narrow the achievement gap between different groups of learners.</p> <p>Classroom walls are decorated with posters which remind students of their responsibilities to respect the freedom of other individuals</p>	<p>MI Data, Local and National Data sources</p>
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		<p>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 Ramadan month or lent seasons. Different religious festivals are celebrated with same vigour and enthusiasm. For example celebrations of Diwali, Christmas and Eid and trips to local places of interests enabled learners to strengthen their bonds and narrow the achievement gap between various sections of learners. Learners gain much enjoyment from attending classes and develop good friendships. They feel safe and are enabled to apply safe working practices.</p> <p>Tutor observation reports suggest that most tutors used various strategies especially, very effective differentiation strategies to support less able students and to challenge the stronger ones, which facilitate to bridge the gaps in learner progress and achievement. Resources which are current and culturally relevant for the needs of the learners from diverse backgrounds are used. According to the satisfaction survey (July 2013) 97% of 797 students stated that they would recommend their course to someone else.</p>	
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A3.	<p>Outstanding levels of enjoyment for learning</p>	<p>Between Sept 2012 and July 2013, 96% of 797 learners surveyed confirmed that their ILPs had been completed,</p> <p>A further 96% felt that their colleagues were supportive and friendly.</p> <p>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.</p> <p>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, move them into employment and also help their families and friends make positive contribution to the economic well-being.</p>	<p>Learner survey, Learner feedback forms both mid-point and end of the course. Learner comments during lesson observations SOW</p> <p>Induction pack</p> <p>Learner survey</p>

		<p>Tutors monitor learners' achievement and support is provided on individual as well as group basis.</p> <p>96% of learners also felt that other members of their group were friendly and supportive</p> <p>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>	
A4.	Good progression opportunities	<p>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 Literacy courses through curriculum content and structure. Review of ILPs show that nearly all ESOL learners significantly improved their linguistic competence which enabled progression to higher level courses.</p>	ILPs, Courses Programme & Schedule

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Ref	Areas for Improvement	Evidence	Evidence Source
A2	Need to create a database to identify	Raw data exists. However it has not been	Lack of a database which

	<p>the performance of learners from the following categories - gender, ethnicity, age and disability</p> <p>Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision and to narrow the gap between the different groups of learners.</p>	<p>analysed to enable comparisons to be made to ensure that the necessary interventions are undertaken to support the underperforming groups.</p> <p>Raw data exists, however there is no database to analyse mid and end course learner evaluations.</p>	<p>enables meaningful analysis</p> <p>No database to analyse mid and end course evaluations.</p>

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CIF: B. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Self Assessment Grade	2	Validated Grade	2
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The evaluation of:

- B1. How much learners benefit from high expectations, engagement, care, support and motivation from staff?
- B2. How well staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs?
- B3. How well staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all?
- B4. How well learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning?
- B5. How well teaching and learning develop English, Mathematics and functional skills, and support the achievement of learning goals and career aims?
- B6. The extent to which appropriate and timely information, advice and guidance supports learning effectively?
- B7. How well equality and diversity are promoted through teaching and learning

Ref	Strengths	Evidence	Evidence Source
B1.	<p>Good implementation of effective teaching and learning tools, strategies to motivate and challenge learners and to develop learner autonomy.</p> <p>Very effective strategies have been used to encourage learner contribution and their improvement.</p>	<p>Learners recognise and appreciate the very high quality teaching that they experience on their courses. Almost all learners rated the quality of teaching as outstanding as they found their teachers to be very supportive and helpful. Most agreed that they had improved their language skills and had benefitted from the lessons.</p> <p>97% learners have confirmed that they would recommend the course to others. Most learners commented that - "the teachers were very patient and work hard to ensure that the learners' journey was</p>	<p>98% of ESOL learners rate quality of teaching outstanding as they find the teacher supportive and helpful.</p> <p>100% of ICT, English, Numeracy and Maths learner rate quality of teaching outstanding as they find the teacher supportive and helpful.</p> <p>Course Evaluation records</p>



		<p>positive." 97% of learners confirmed that "they 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." The general consensus amongst most learners from the above quantitative and anecdotal data is the effectiveness of teaching and learning is very good.</p> <p>According to Course Evaluation Review report all teachers rated their instruction and students' learning as excellent.</p> <p>Observers identified that most tutors have been successful in ensuring active participation.</p> <p>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>	<p>Franchise Student Questionnaire – end of course review records. Mid course and Course End Review records</p> <p>Mid course evaluation</p>
B2.	<p>Highly qualified teaching and /support team Excellent planning and delivery of lessons Excellent rapport between teachers and learners that enables to create very effective ILPs with focus on learner needs and individual differences.</p>	<p>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 2 staff to provide professional support to all teaching staff.</p>	<p>Staff profiles, Quality Assurance folder.</p>



		<p>All teachers have got relevant teaching qualifications such as MA in Applied Linguistics and English Language Teaching (2), CELTA (14), PTLLS (13), PGCE (3), DTLLS (2), TEFL (1) and Cert in Further Education Teaching (2). All support staff (7) have relevant subject related vocational experience and qualifications.</p> <p>All fulltime teachers have undertaken minimum of 35 hours of CPD and the part-time staff have done at least 20 hours of CPD.</p> <p>In January 2013 all members of staff were provided with training on standardisation of marking. Tutors also received an induction on how to use the City and Guilds Smart Screen.</p> <p>After every terminal mock and final assessment tutors received written as well as verbal feedback from their respective Internal Verifiers.</p> <p>At the beginning of every term all tutors designed and submitted employment specific Scheme of Work with focus on developing learners' employability skills.</p> <p>All tutors submitted their detailed lesson plans on a daily basis, which included</p>	<p>CPD. Records Lesson plans folder Quality Assurance folder</p> <p>IT Room Availability Schedule</p> <p>Observation records</p>
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		<p>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.</p> <p>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.</p> <p>ILPs and attached evidences show that majority of ESOL and Literacy learners have significantly improved their language skills and improvements enabled progression to higher levels.</p> <p>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 (July 2013) revealed that 96% of learners had achieved the learning goals and objectives set for them.</p>	
B3.	High standards of assessment practice aimed at enhancement of learning	Administration of initial and diagnostic assessments enabled teachers to identify learner strengths and weaknesses and facilitate their learning and progress.	<p>External verification reports</p> <p>Quality Assurance Folder</p> <p>Observations</p>

		<p>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> <p>96% of 797 learners surveyed confirmed that they were provided with appropriate information of their course prior to commencement</p> <p>Learners cross check each other's work and identify errors which enable them to achieve their learning aims. This encourages mutual support and peer learning.</p> <p>Initial assessment, Diagnostic test, 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> <p>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</p>	<p>Learner folders Worksheets</p>
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	Comprehensive induction process	<p>day induction.</p> <p>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, 96% of learners rated the information and advice about their course prior to enrolment as outstanding (Course End Evaluation Report Aug 2013).</p> <p>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.</p> <p>Individual and group goals inform teachers' schemes of work, therefore making the lessons more relevant to the learners' needs and interests.</p>	
B4.	Constant review of learner progress	Effective assessment of learner progress and performance using a range of formative assessment strategies and mid-term and course end reviews.	<p>Course folders</p> <p>ILP folders</p> <p>Learner Surveys</p> <p>End of course evaluation</p>

	<p>High quality formative feedback that facilitates learner progress</p>	<p>Learners set effective and challenging short and long term learning goals that are reviewed regularly. Further 90% of learners surveyed confirmed that their assessment records were easy to access, thus facilitating a review of their learning</p> <p>Excellent formative feedback, both verbal and written, given to learners 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> <p>Feedback is always aimed at learner development. Teachers identified learners' weaknesses and gave them support in overcoming their barriers.</p> <p>Most learners agreed that their teachers checked their work constantly and support them with their learning. Tutors are comprehensively aware of learners' progress. Additionally 99% of learners agreed that their tutor was very supportive and helpful.</p>	<p>Observation records</p>
<p>B5.</p>	<p>Excellent use of resources and teaching</p>	<p>All tutors incorporate CV writing, mock job interviews, writing job applications, writing</p>	<p>SOWs, ILPs, Lesson Plans, Mock exams, End of year</p>

	<p>strategies to support the achievement of learning goals and career aims</p>	<p>personal statements, dress code, planning the journey, transport costs, use of online job search techniques, use of the job board, discussions with job search advisers from other work related programmes into their SOWs and lesson plans. These enhance English, Mathematics and functional skills while also meeting their career objectives.</p> <p>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 (e.g. planning a journey to work, job adverts on line and in newspapers).</p>	<p>assessments.</p>
<p>B6.</p>	<p>Outstanding care, guidance and support</p>	<p>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.</p> <p>The retention and achievement rates are respectively 86.56% and 97.83% for ESOL, 82.20% and 98.97% for Literacy, 100% and 100% for Numeracy, 96.24% and 94.37% for ICT, 91.30% and 100% for English and 91.30% and 100% for Mathematics. This achievement is also due to excellent teaching and learning and the presence of additional learning support. Further these rates are notably above the national</p>	



		<p>averages for LLDD students (National Average %).</p> <p>According to course end learner surveys (July 2013) (99%) of learners rated the support they received from the organisation as 'outstanding'.</p> <p>ATN's excellent welfare service offers information, advice and support on a range of issues including learner finance and travel. 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.</p>	
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<p>B7.</p>	<p>Equality and diversity is effectively promoted through teaching and learning</p>	<p>At ATN, equality and diversity is an integral part of the course content in the Sfl portfolio of programmes.</p> <p>There are classroom discussions on mutual respect for each other, cultural awareness and sensitivity, valuing each other regardless of skin colour, intellect, talent, age, gender and sexual orientation.</p> <p>Tutors adapt the resources , SOWs and lesson plans according to the cultural and ethnic background of learners</p> <p>There are posters which promote equality and diversity in the classrooms and in corridors. These also facilitate discussion and highlight ATN's core ethical values.</p> <p>ATN Southall again celebrated International Women's day, end of course parties 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 instructions, expressing opinions about their learning at ATN etc.</p>	<p>SOWs. Lesson Plans, Observation Reports, Posters, Resources, Worksheets Cultural Festivals, Celebration events, Open Days</p>
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Ref	Areas for Improvement	Evidence	Evidence Source
B7	Implementation of equality and diversity in teaching, learning and assessment to be improved. For example, sensitivity to disability awareness issues to be identified and addressed.	Lack of comprehensive and teaching and learning strategies.	Patchy implementation of an effective teaching and learning strategy for disabled learners. For example there is a lack of understanding of dyslexia and other equalities issues

		Patchy implementation of physical adjustments	
B7	Refresher Staff Training for Equality and Diversity to support effective promotion in teaching and learning.	ATN staff have attended in house Equality and Diversity training in previous academic years. Given that the ATN learner intake is from many communities (e.g. African, Eastern European, Asian, Somali, Afghani, Pakistani, Indian) it is prudent that the staff team attend refresher training to ensure that they are sensitive to issues of cultural diversity and that the course content more effectively reflects the diversity of the learners.	Staff CPD records
B5	End of course progression route database to be set up.	Insufficient tracking systems	End of course progression not tracked comprehensively enough for each learner

(add or delete rows as required)

CIF: C. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Self Assessment Grade	2	Validated Grade	2
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The evaluation of:

- C1. How effectively leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance?
- C2. How effectively leaders and managers improve teaching and learning through rigorous performance management and appropriate professional development
- C3. How effectively leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views and use the finding to promote and develop capacity for sustainable improvement?
- C4. How effectively leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community?

- C5. How effectively leaders and managers actively promote equality and diversity, tackle bullying and discrimination and narrow any achievement gaps
- C6. How effectively leaders and managers Safeguard all learners?

Ref	Strengths	Evidence	Evidence Source
C1.	<p>Effective curriculum management to raise expectations and promote ambition.</p> <p>High quality and safety of learning resources</p>	<p>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.</p> <p>In negotiation with tutors aspiration and realistic levels of achievement is set for each learner.</p> <p>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 to create their CVs, learn interview techniques to perform better in job interviews and obtain their dream jobs.</p> <p>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</p>	<p>Observation records</p> <p>ILPs SOWs Lesson plans</p> <p>Course Evaluation Report</p> <p>Learner survey</p> <p>Learner midpoint Evaluation Report</p>

		<p>out by ATN's experienced observers and RUTC staff in December 2012 and January 2013 to ensure accuracy and consistency of judgments.</p> <p>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 learners on various courses have progressed to the next level.</p> <p>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.</p> <p>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. 99% 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> <p>Well-equipped classrooms that are arranged with subject specific posters and models of student work. Learners reported that they felt valued and motivated during</p>	
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		<p>their courses at ATN. Learner midpoint Evaluation Report, June 2013. The learners commented that their work which is displayed in the classroom has motivated and encouraged them with their learning and improved their confidence. They also feel very proud to see their work in the classroom.</p>	
C2.	<p>Rigorous and effective performance management which enhances professional development of teaching staff</p>	<p>ATN provides excellent support for outstanding teaching including assistance to identify high quality teaching practice and the use of the best teaching strategies. ATN employs an appropriate and up to date performance management process with clear policies for tackling any competency issues that might impact on teaching, learning and assessment.</p> <p>Observation of teaching and learning is the primary performance management tool and we have ensured the rigour and accuracy of this process. Tutor observations are scheduled in the beginning of the academic year and regular tutor observations are carried out. Tutors have undertaken co-observations with the managers and the QA from RUTC.</p> <p>Between Sept 2012 and August 2013 11 out of 18 tutors achieved Grade 2 (Good) in tutor observations. Under performing tutors were supported through further formal</p>	<p>Standardisation of marking training (9 Nov 2012)</p> <p>Induction for Assessment</p> <p>One to one support to tutors</p> <p>Observation reports</p> <p>IV training (14 January 2013)</p>

		<p>&informal tutor observations, peer coaching, etc. Fresh tutors as well as underperforming tutors were encouraged to observe more experienced tutors and were advised to attend further teacher training programmes to improve their professional knowledge. Tutors are provided with both written and verbal feedback and copies are retained by the tutors allow them the opportunity to reread and reflect on their teaching journey.</p> <p>Most of our tutors demonstrate a belief in reflective practice and have ambition to strive for outstanding professional development. ATN provides effective support for improvement through CPD programmes such as standardisation of marking training, creating effective targets for ILPs, providing high quality formative feedback, IV training, etc. In September 2012 ATN appointed a Lead IQA to ensure the quality of services delivered by the centre. Learner feedback at tutor observations and mid & end course evaluations speak very highly of their tutors and their teaching and learning experience. According to the satisfaction survey (July 2013) 99% of 797 students find their tutor to be supportive and helpful.</p> <p>At ATN managers and staff are committed to the ethos of catering to the learners' interests, meeting their needs and</p>	
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		supporting them to achieve to their full potential.	
C3.	Engaging with users	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
C4.	Effective planning, design and management of the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community	<p>At ATN learning programmes are efficiently structured to provide a coherent and substantive course of study at various levels with a range of activities which are appealing to the learners and facilitate them to meet their individual needs, including for those with learning difficulties and/or disabilities.</p> <p>Learners are able to progress to higher levels courses which are planned with clear progression routes from Entry level 1 to higher levels. Our courses are accessible to all learners in terms of timing, location, mode of delivery and duration. According to the satisfaction survey (Aug 2013) 98% of 797 learners are happy with their lessons and the</p>	Satisfaction surveys, Mid & End course evaluation,

		<p>timings within their timetable. End course evaluation (July 2013) identifies that most of our learners rated the training venue and facilities as outstanding.</p> <p>Effective curriculum management ensures that the range, content and flexibility of the learning offer provides all learners with choice and opportunities for progression to higher levels of study and employment. End course evaluation (July 2013) suggest that most learners are equipped to go into job situation once their course is completed. However organisational focus on obtaining data regarding progression outcomes, employability and entrepreneurship is required</p> <p>In the beginning of the learning programme based on the information gathered through one to one sessions with the learners tutors adapt SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions.</p> <p>According to the learner survey (July 2013) 96% of 797 learners have stated that they have their Individual Learning Plans completed. ILPs are reviewed constantly which enables learners to identify their progress and set further goals. Initial assessment, diagnostic test and SMART</p>	
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		<p>targets in ILPs help learners to easily identify their own development and identify the distance they have travelled from their starting points.</p> <p>ATN Facilitates delivery with access to online resources and follow-up activities. All tutors have access to IT based resources to facilitate provision of ESOL, Literacy and ICT courses. Teachers are also encouraged to design their own materials based on the diverse background of the learners in their class.</p> <p>According to the satisfaction survey (July 2013) 94% out of 797 learners stated that the amount of workload for their course has been right. 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. Tutors also access C&G's Smartscreen to design and plan their lessons. Tutors focus on what is realistic and achievable and motivate learners both in and outside the classroom.</p>	
C5.	<p>Highly effective promotion of equality and diversity.</p> <p>Use of data</p>	<p>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.</p>	<p>MI Data, Local and National Data sources</p>

		<p>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.</p> <p>Additional Support is available to ensure learners' improvement is not jeopardised by their learning difficulties or disabilities. For example, during Sep 2012 – August 2013 out of 315 ESOL learners all received additional support. 150 out of 369 ICT learners and 50 out of 96 Literacy learners, 21 English and 21 Mathematics all received additional support. The attainment rate for learners who are provided with additional support is consistently high (100%).</p> <p>ATN's observation paperwork is very effective in prompting tutors to promote equality and tackle discrimination.</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> <p>Good practice in the promotion of equality and diversity is widespread in preparation of</p>	
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		<p>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.</p> <p>Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. All teachers have access to 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.</p> <p>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.</p> <p>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</p>	
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		<p>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> <p>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 deliver. Data is compared to national norms, local demographics, and ATN's previous performance, to ensure all programmes are performing at the best possible level.</p>	
C6.	<p>Safeguarding</p> <p>Customers report feeling safe</p>	<p>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;</p> <p>Any offer of employment must only be made to candidates who meet the relevant selection criteria, and in normal</p>	<p>SOW</p> <p>Induction pack</p> <p>Incident reporting Book</p> <p>Learner survey</p>

		<p>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> <p>References - two written references must be obtained, one being from the current or most recent employer.</p> <p>Criminal Records Bureau Disclosures - for certain identified posts, in accordance with the Police Act 1997.</p> <p>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.</p> <p>Qualification and Registration Certificates - checks must be made to ensure the relevant qualifications have been awarded and any necessary registration is up to date.</p> <p>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</p>	
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		<p>their class was a safe place to learn.</p> <p>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.</p> <p>Tutors included topics such as 'Staying Safe' and 'Health and safety at workplace', etc. in their lessons promoting a safe and learning environment.</p> <p>There were no serious accidents or incidents involving learners or staff reported during the academic year.</p>	
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(add or delete rows as required)

Ref	Areas for Improvement	Evidence	Evidence Source
C4	<p>Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision.</p> <p>Obtaining data regarding progression</p>	<p>Raw data exists, however there is no database to analyse mid and end course learner evaluations.</p> <p>Raw data exists, however there is no</p>	<p>No database to analyse mid and end course evaluations</p> <p>Raw data exists, however there is no database to analyse end of course learner</p>

	outcomes, employability and entrepreneurship is required. Design a system to capture all destination of all leavers at all levels	database to analyse end of course learner progression outcomes.	progression outcomes.
C2	Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding grades.	Tutor observations have identified the following areas of improvement required: (i) Adapting resources relevant to learner needs (ii) Learner motivation to ensure engagement, attendance, punctuality and ultimately successful outcomes (iii) Teaching Methodology and strategies (iv) Differentiation (v) Embedding employability skills	Observation reports Tutor and learner folders Learner feedback Mid and end course learner evaluation

(add or delete rows as required)

SUMMARY AND VALIDATION

SUMMARY OF STRENGTHS & AREAS FOR IMPROVEMENT

Key Strengths	Key Areas for Improvement
Excellent range of extension activities offered	Improve the quality of teaching, learning and assessment with a target of moving all tutors to outstanding grades
Recruitment target achieved.	Need to create a database to identify the performance of learners from the following categories - gender, ethnicity, age and disability
Excellent Retention Rate 91.33%	Improve tracking of learner views through Mid & End course evaluations to evaluate the effectiveness of the provision and to narrow the gap between the different groups of learners.
Excellent Achievement Rate 96.53%	Obtaining data regarding progression outcomes, employability and entrepreneurship is required. Design a system to capture all destination of all leavers at all levels
Good success Rate 88.16%	Implementation of equality and diversity in teaching, learning and assessment to be improved. For example, sensitivity to disability awareness issues to be identified and addressed.

A: Outcomes for Learners		B: Teaching, Learning & Assessment		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
Date:	09.09.13
Signature(s):	<i>Sarjeet Singh Gill</i>