



Curriculum Area(s):	Adult Education Budget - Functional Skills in English & Mathematics, and Award in ESOL Skills for Life (Speaking & Listening)
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Version and date:	Version 1 (14th September 2018)
Overall Grade:	2

Enrolments

Starts	Pre entry	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Total
Functional Skills English	0	34	10	19	11	24	98
Functional Skills Mathematics	0	0	15	9	0	11	35
ESOL	0	0	0	0	0	9	9
Totals	0	34	25	28	11	44	142



SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
<ul style="list-style-type: none"> Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity. 	<ul style="list-style-type: none"> Improve Achievement rate by 3% to 85% or greater. Reduce the Withdrawal rate by 2% to 6.5% or below. Reduce the Did not Pass rate by 2% to 8% or below.
<ul style="list-style-type: none"> Assessments are accurately verified with good, constructive IQA feedback with suggested areas for progression. 	<ul style="list-style-type: none"> Attract a greater number of disabled learners and ensure accurate reporting of learner disability.
<ul style="list-style-type: none"> The quality of teaching and learning is good. 	<ul style="list-style-type: none"> To improve and standardise the observation report writing to describe how the learner covered the assessment criteria as opposed to just comments/quotes from the learner.
<ul style="list-style-type: none"> Very effective use of differentiation strategies and regular learner performance monitoring facilitate improved learner progress. 	<ul style="list-style-type: none"> To improve quality of teaching, learning and assessment by helping at least 25% of tutors to achieve outstanding grade in OTLA.
<ul style="list-style-type: none"> Excellent impartial careers guidance to enable learners to make informed choices about their current learning and future career plans. 	<ul style="list-style-type: none"> To improve the embedding of Numeracy into the Functional Skills English courses.



Effectiveness of leadership and management		Quality of teaching, learning and assessment		Personal development, behaviour and welfare of students		Outcomes for students	
Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade
2		2		2		2	
Effectiveness of 16 to 19 study programmes		Effectiveness of adult learning programmes		Effectiveness of apprenticeship programmes		Overall	
Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade
N/A		2		N/A		2	

Grades: Outstanding - 1, Good - 2, Requires Improvement - 3, Inadequate - 4



Background Information

The Adult Training Network 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, ATN strives to integrate learners into the social and cultural fabric of society at large and instil British Values.

AIMS AND OBJECTIVES

The Adult Training Network 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 learners' employability skills.
- Help to improve learners' linguistic competence in English by providing them with basic survival English for everyday life in UK.
- Equip learners to progress to the next level of provision.
- Support learners in their chosen progression path.
- Build the self-confidence of learners.
- Develop the, Literacy, Mathematics and computer skills of people in the local community who have little or no access to mainstream education provision and ICT resources.

The Adult Training Network was successful in securing direct funding from the ESFA from November 2017. The Adult Training network has delivered subcontracted ESFA Adult Education Budget courses for many years and continues to deliver other subcontracted provision from Richmond upon Thames College, Barking & Dagenham College, Hertfordshire Adult & Family Learning Service, Buckinghamshire Adult Learning Service and Swindon Borough Council. During this year the Adult Training Network has contributed to the Ofsted inspections of Richmond upon Thames College and Hertfordshire Adult & Family Learning Service. Both organisations were rated as 'Good'.

All Adult Training Network directly funded ESFA courses were delivered at ATN Southall, Unit 3, Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ. There were a total of 142 enrolments from 103 unique Learners in 13 class groups.



Performance

2017/2018 Retention, Pass and Achievement Rates by Qualification and Level											
Subject	Tutor	Number Of Learners	Withdrawals	Number Retained	% Retained	Number of Full Pass	Number Did Not Pass	Number Partial Pass	Full Pass %	% Partial Pass	Achievement %
Award in ESOL Skills for Life (Speaking & Listening)											
ESOL S&L (Level 2)	Jaswinder Kaur	9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
Cumulative Total for ESOL		9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
Functional Skills English											
FS English (Entry 1)	Rehana Ahmed	34	3	31	91.2%	29	2	0	93.5%	0.0%	85.3%
FS English (Entry 2)	Sonya Khan	10	2	8	80.0%	8	0	0	100.0%	0.0%	80.0%
FS English (Entry 3)	Sonya Khan	19	3	16	84.2%	14	2	0	87.5%	0.0%	73.7%
FS English (Level 1)	Sangeeta Khutan	11	1	10	90.9%	10	0	0	100.0%	0.0%	90.9%
FS English (Level 2)	Sangeeta Khutan	24	1	23	95.8%	18	5	0	78.3%	0.0%	75.0%
Cumulative Total for Functional Skills-English		98	10	88	89.8%	79	9	0	89.8%	0.0%	80.6%
Functional Skills Mathematics											
FS Mathematics (Entry 2)	Jaswinder Kaur	15	0	15	100.0%	14	1	0	93.3%	0.0%	93.3%
FS Mathematics (Entry 3)	Sadia Khanzada	9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
FS Mathematics (Level 2)	Jaswinder Kaur	11	0	11	100.0%	8	3	0	72.7%	0.0%	72.7%
Cumulative Total for Functional Skills - Mathematics		35	1	34	97.1%	30	4	0	88.2%	0.0%	85.7%
CUMULATIVE ADULT EDUCATION TOTAL											
Cumulative Adult Skills Total for all subject areas		142	12	130	91.5%	117	13	0	90.0%	0.0%	82.4%



2017/2018 Retention, Pass and Achievement Rates by Course											
Subject	Tutor	Number Of Learners	Withdrawals	Number Retained	% Retained	Number of Full Pass	Number Did Not Pass	Number Partial Pass	% Full Pass	% Partial Pass	Achievement %
Award in ESOL Skills for Life (Speaking & Listening)											
ESOL S&L (Level 2)	Jaswinder Kaur	9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
Cumulative Total for ESOL		9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
Functional Skills English											
FS English (Entry 1)	Rehana Ahmed	9	0	9	100.0%	9	0	0	100.0%	0.0%	100.0%
FS English (Entry 1)	Nasifa Hamid	11	1	10	90.9%	8	2	0	80.0%	0.0%	72.7%
FS English (Entry 1)	Jaswinder Kaur	14	2	12	85.7%	12	0	0	100.0%	0.0%	85.7%
FS English (Entry 2)	Sonya Khan	10	2	8	80.0%	8	0	0	100.0%	0.0%	80.0%
FS English (Entry 3)	Sonya Khan	8	1	7	87.5%	7	0	0	100.0%	0.0%	87.5%
FS English (Entry 3)	Sadia Khanzada	11	2	9	81.8%	7	2	0	77.8%	0.0%	63.6%
FS English (Level 1)	Sangeeta Khutan	11	1	10	90.9%	10	0	0	100.0%	0.0%	90.9%
FS English (Level 2)	Sangeeta Khutan	13	0	13	100.0%	9	4	0	69.2%	0.0%	69.2%
FS English (Level 2)	Jaswinder Kaur	11	1	10	90.9%	9	1	0	90.0%	0.0%	81.8%
Cumulative Total for Functional Skills-English		98	10	88	89.8%	79	9	0	89.8%	0.0%	80.6%
Functional Skills Mathematics											
FS Mathematics (Entry 2)	Jaswinder Kaur	15	0	15	100.0%	14	1	0	93.3%	0.0%	93.3%
FS Mathematics (Entry 3)	Sadia Khanzada	9	1	8	88.9%	8	0	0	100.0%	0.0%	88.9%
FS Mathematics (Level 2)	Jaswinder Kaur	11	0	11	100.0%	8	3	0	72.7%	0.0%	72.7%
Cumulative Total for Functional Skills - Mathematics		35	1	34	97.1%	30	4	0	88.2%	0.0%	85.7%
CUMULATIVE ADULT EDUCATION TOTAL											
Cumulative Adult Skills Total for all subject areas		142	12	130	91.5%	117	13	0	90.0%	0.0%	82.4%



EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Key strengths

- Strong leadership and management has a positive impact on teaching and learning outcomes and ATN's sustainability as evidenced by the good results obtained for majority of learning programmes.
- Constructive and effective staff support for professional development that enabled staff to attend an extensive range of CPD courses and raised standard of delivery of learning programmes.
- Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers.
- Good financial contract management against budget.

Key areas for development

- Prioritising of Direct Delivery Observations of Teaching & Learning for staff delivering on both Direct Delivery and Sub-contracted provision, and including all subject areas.
- Embedding of the advisory and scrutineering role of the Trustees.
- Widening of the decision making group to include a greater number of senior and middle managers.
- Facilitation of Learners for participation in the ESFA on-line Learner Satisfaction Survey.



Adult Provision

Leadership and management, being strong, have a positive impact on teaching, outcomes and ATN's sustainability. ATN has delivered numerous Adult Education Budget sub-contracts, for large FE colleges and Prime Contractors, over the past 17 years and has developed policies, procedures and processes to ensure learners have a positive experience, are kept safe, make good progress, achieve good outcomes and enjoy their learning. ATN exists to create opportunities for its learners many of whom come from disadvantages backgrounds. The organisation's mission is to create opportunities through inspiring teaching and learning and it is understood at all levels of the organisation. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. Director, managers and trustees have high expectations and have created a positive learning environment at ATN which enables staff and learners to excel. ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn gaining good outcomes for all groups of learners. For 2017/2018 the overall Achievement Rate is 82.4% and the Pass Rate is 90.0% and well above the national Minimum Standards.

ATN supports learners in actively considering employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. All courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and/or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN delivers a very high proportion of Functional Skills and ESOL courses and has a long-term presence in communities to meet the needs and ambitions of many learners. All ESFA directly funded courses for 2017/18 were ESOL or Functional Skills English and mathematics. Expectations of learners are consistently high across various courses and are reinforced during lessons and tutorials. Teachers develop strong and supportive working relationships with learners and are committed to their development and planning of learning which stretches and challenges them. Learners' work is of a high standard and target-setting is used effectively in the classroom to develop knowledge and skills and to support progress. "I improved my communication skills and writing. My teacher is kind and friendly and she always helps to improve our communication skills." (Learner comments FS skills in English L1, 14/6/2018)

Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is evident in the agendas and minutes of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress and progression is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal



targets with a clear plan to implement improvements. ATN is in the process of widening the decision making group to include a greater number of senior and middle managers.

All ATN Functional Skills and ESOL Courses have embedded employability skills, where appropriate. ATN also has other provision to support overcoming barriers to employment, learners were offered employability courses aiming at developing their work skills, given many have never been employed. Most learners took part in training sessions such as employability skills development, CV skills, confidence and self-esteem building workshops, which have enriched learner appreciation and understanding of the world of work. Most learners worked closely with the ATN National Careers Service advisers working at the Southall centre who have regularly provided career advice and guidance. Labour market information was updated on a daily basis. Many learners felt valued and greatly satisfied during their learning programmes at ATN as they believe that the courses will enable them to obtain their life goals such as getting employments in desired area of work. This is evidenced in observation reports and learner feedback collected using various methods.

During the year four new Trustees have been appointed, replacing retiring trustees, and they have been encouraged to take a more pro-active role in advising on and scrutinising all ATN's activities.

The final contract value was £114,898 and ATN delivered £119,959 of learning, which is 104.4%. ATN delivered 13 courses with a total of 142 enrolments and 103 unique learners.

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

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



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



QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key strengths

- Quality of teaching and learning is good.
- Very effective use of differentiation strategies and regular learner performance monitoring facilitate improved learner progress.
- Assessments are accurately verified with good, constructive IQA feedback with suggested areas for progression.

Key areas for development

- To ensure all tutors delivering on Direct Delivery are observed during the year and all subject areas should be covered by the OTL plan.
- To improve and standardise the observation report writing to describe how the learner covered the assessment criteria as opposed to just comments/quotes from the learner.
- To improve the quality of teaching, learning and assessment by helping at least 25% of tutors to achieve outstanding grade in OTLA.
- To improve the embedding of Numeracy into the Functional Skills English courses.



Observations of Teaching & Learning

Number of Tutors observed	Outstanding	Good	Requires improvement	Inadequate
5	0	5	0	0
	0%	100%	0%	0%

Adult Provision

The Teaching profile across the centres is good. Overall there were 6 teachers in scope delivering on the ESFA Direct Contract in 2017/18 and 83% (5 out of 6) received observation grades citing them as good. However, only two of the observations were for classes being delivered on this Direct Delivery contract, the others were for tutors delivering other equivalent Functional Skills English on sub-contracts, and in one case on a Customer Care course for another sub-contract. There were no observations of the Functional Skills Mathematics or ESOL classes delivered under this direct delivery contract. The Observation of classes delivered under the direct delivery contract will be prioritised in future years.

ATN Observers regularly undertake co-observations with colleagues from Prime Contractors from our sub-contracting activities and this serves to enable moderation and guides alignment of ATN's staff judgements with external standards and norms. Our Prime Contractors (Richmond Upon Thames College, Barking & Dagenham College, Hertfordshire Adult & Family Learning Service, Buckinghamshire Adult Learning Service and Learndirect) have all validated ATN's processes and confirmed the rigour of our internal quality assurance. Tutors set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks.

Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. "All learners participated actively in various classroom activities, which were very interesting and appealing to each learner." (OTL report 18/03/2018) "N paired up learners and helped weaker learners through graded questions." (OTL Report 26/03/18) There was evidence of good differentiation within classes, "S gave descriptive text to stronger learners and asked



them to identify adjectives used. Simultaneously, instructive text was given to weaker learners and she asked them to read the verbs.” (OTL Report 18/03/18)

Three of the Observation reports for Functional Skills English lessons identify that, “There were opportunities missed to integrate numeracy into the lesson to enhance learners’ mathematical skills.” (OTL Reports 14/09/17, 18/03/18 and 26/03/18)

A good level of care and support in lessons is regularly mentioned in lesson observation reports. Most learners, regardless of their background or course have very clear understanding of their goals and most importantly how to achieve them. “Most learners demonstrated good awareness of their lesson targets and made good progress in meeting them.” (OTL report 26/03/18) Expert advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. In good lessons formative feedback is common. Learners are not concerned about making mistakes and build on judgements as a result. Effective use of questioning strategies along with strong formative feedback provides clear progress indicators which are reviewed regularly.

Learners enjoy their classes and there is a good rapport between teachers and learners. “I have pleasure to be in this class. I think teaching in this class is very good” (Mid-course evaluation, FS English E2). “The teacher was excellent and helpful. “ (FS Maths E3 Mid-course review learner comments). The Functional Skills Centre Activity Report went on to state, from learner interviews by the External Sampling Consultant that, “He was extremely satisfied on the programme and praised his tutor and the rest of the team..... He emphasised the fact that all staff have helped him with his employability skills.” (Functional Skills Centre Activity Report 08/02/18)

Learner progress is successfully monitored through mid-course and end course reviews. Targets are SMART and written in language accessible to the learner promoting ownership.

ATN’s judgements are trusted by external stakeholders. The Awarding Body Centre Activity Reports acknowledge both good learner support and excellent internal assessment which not only meets but exceeds the standards set by awarding bodies. Where appropriate as an assessment model, mock exams adhere to the rigours of awarding body protocols to prepare learners for the specific mode and terms of assessment as well as interrogating their knowledge of content. “This was a good visit; well-planned and organised. All assessments sampled were accurately verified with good, constructive IQA feedback with suggested areas for progression.” (ESOL Centre Activity Report 08/03/18)



The Functional Skills Centre Activity Report (08/02/2018) from the City & Guilds identified that, “There are no concerns with learner evidence; all certificate claims are valid,” however the report went on to say, “Good observation writing skills need to be standardised across the team,” and that for some observation reports, “S/L Observation report writing needs development to describe how the learner covered the assessment criteria opposed to just comments/quotes by the learner.” (Functional Skills Centre Activity Report 08/02/2018)

The ESOL Centre Activity Report (08/03/2018) states, “All assessments sampled were accurately verified with good, constructive IQA feedback with suggested areas for progression,” and concluded with, “A good centre with a team of experts who collectively work together to support a good standard of teaching & learning.”

Learner Satisfaction Survey responses from 130 of the 142 course enrolments (92% contributing) show that 100% of learners found their tutor to be supportive and helpful and that 100% of learners felt safe and respected on their course. 99.2% found the other members of the group friendly and supportive. 99.2% were happy with their lessons and the timings within the timetable. 100% of learners confirmed that their initial interview gave them the right kind of information for their course and 96.9% knew they had an Individual Learning Plan, with 99.2% responding that their assessment records were easy to get to. 91.5% said they had achieved their learning goals, with 0.8 saying they hadn't and 7.7% couldn't say. 70.0% felt they were equipped to go into a job situation once their course was completed, with 16.2% saying they weren't and 13.8% unable to say.

Progression information collected shows there was a 78.8% (112 Course Enrolments) positive progression with 7.7% (11) learners entering employment, including one apprenticeship, 2.8% (4) starting volunteering and 68.3% (97) moving onto further learning. Of the 21.1% (30), 8 are 'Unknown', 10 are 'At Home' (the majority with childcare and other family responsibilities), 5 are 'Other', 5 are 'Actively looking for work', 1 'Moved away' and 1 is suffering 'Ill health'.

Of the 11 learners entering employment 8 (72.7%) entered employment after completing courses at Level 2 (ESOL Level 2 S/L – 2 learners, Functional Skills English Level 2 – 3 learners and Functional Skills Mathematics Level 2 – 3 learners.



PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Key strengths

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

Key areas for development

- Improve learner development by adding a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interests, celebrating special days such as employability day, etc. and ensure at least one enrichment activity is undertaken in course of their learning programme at ATN.
- Attract a greater number of disabled learners and ensure accurate reporting of learner disability.
- Capture Wellbeing and self-confidence improvements from learner satisfaction surveys.



Adult Provision

During their time at ATN the majority of learners improve their self-confidence and wellbeing and become more self-assured individuals. This is evidenced through the high rates of internal progression and as well as other positive progression gained by ATN leavers. 97 of the 142 enrolments (68.3%) progressed onto further learning. In addition, in 2017/18 ATN saw 11 (7.7%) of learners progress in to employment, including 1 apprenticeship, and 4 (2.8%) take up volunteering positions.

ATN provides a safe, welcoming and harmonious learning environment for people who come from a diverse range of backgrounds. ATN has created a positive, safe, secure atmosphere for learning through the promotion of equality and diversity with a widely diverse body of learners in an inclusive learning environment. Staff provide confidential one-to-one advice and support to learners seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. ATN has a National Career Service subcontract for advice and guidance since Jul 2017. "ATN ensures that all customers who attend ATN programmes benefit from expert advice and guidance in relation to career development and progression." (Matrix Annual review report, Nov 2017). Matrix accreditation was reviewed in November 2017. Learner Satisfaction Survey responses from 130 of the 142 course enrolments (92% contributing) show that 100% of learners felt safe and respected on their course. 99.2% found the other members of the group friendly and supportive. 99.2% were happy with their lessons and the timings within the timetable. 70.0% felt they were equipped to go into a job situation once their course was completed, with 16.2% saying they weren't and 13.8% unable to say.

ATN gives a high priority to developing English (including ESOL) and Mathematics in order to improve the employability of the learners. Learner feedback collected on various occasions reveal that most learners agreed that the courses had helped them to improve various skills including, maths, ICT, employability. In addition ATN also helped them to improve self-confidence and boost their self-esteem.

"What would we do without ATN...

I learned so much you don't expect under safe banner of respect

Take vague dreams and make them solid

The future brighter, becomes less horrid" (excerpts from a poem written by a learner in July 2018, FS Skills in English L1)

ATN ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. All Schemes of Work and Lesson Plans



audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. However, observation reports indicate that some opportunities were missed in embedding numeracy skills into some Functional Skills English lessons. Through this preparation and delivery learners are well-prepared for the next stage such as further training and employment. Most learners agree that they benefited from the use of employability services offered through ATN's National Careers Service department including CV support and job interview skills development. ATN also offers work experience to its learners through the partnerships established with the local employers and charities. ATN maintains effective links with external support agencies, signposting and referring learners as necessary. Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience. The behaviour of students is very good. This has been a key strength in many lesson observations. "All learners seemed to be happy about their learning and their teacher." (OTL 23/03/18) "Learners praised the tutor and their learning experience. (OTL 26/03/18) Learners have extremely positive views, 99% of learners stated that other members of the group were friendly and supportive. 100% of students in the learner satisfaction survey answered yes to the question "Do you feel safe and respected on your course?"

Learners, teachers and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to very good achievements and progression. Teachers and all ATN staff work hard to promote a culture of high attendance. There are attendance related posters displayed in prominent area and ATN's high expectations are reinforced through robust induction programmes. Attendance rates are generally very good and varied from 78.58% to 93.65% with an average of 86.46%. 45% of all enrolments had 90%+ attendance and 13% achieved 100% attendance. ATN intends to introduce schemes such as vouchers or internal certificates for high attenders to further improve attendance rates.

Punctuality rates data was not collated for 2017/18 but this will be collected for 2018/19.

There are numerous opportunities for learners to have their voice heard using the surveys and evaluation forms which are fed back to students demonstrating ATN's commitment to address students-raised issues and concerns in a timely and effective manner. "2 S/L assessments were observed today and 1 candidate interview took place who gave excellent feedback." (ESOL Centre Activity Report March 2018). As a result of high expectations from ATN's staff, most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Teachers, managers and learners alike work hard to abide by the high standards expected at ATN and as a result, there were no incidence of poor behaviour reported. Learners' behaviour is regularly cited as a positive feature in lesson observation reports and teachers' feedback confirms this as a particular feature at ATN. There were no safeguarding incidents and no Prevent referrals during 2017/2018. There were also no accidents, incidents or complaints relating to the 142 enrolments.



The learners were from 13 different ethnic groups; African 39 (27%), Indian 33 (23%), Arab 16 (11%), Sri Lankan 12 (8%), Afghani 9 (6%), Any Other Asian 9 (6%), Any other White 7 (5%), Caribbean 5 (4%), Iranian 4 (3%), Pakistani 4(3%), Bangladeshi 2 (2%), Turkish 1 (1%) and White British 1 (1%). There is no significant data to identify under-performance from any ethnic group, but 5 (from 39 – 13%) with African Ethnic Origin did not achieve and 4 (from 33 – 12%) with Indian Ethnic Origin withdrew. Achievement Rates were between 80% and 100% for all groups except, Any Other Asian 78% (7 out of 9), Any other White Background 57% (4 out of 7), Bangladeshi 50% (1 out of 2) and Iranian 50% (2 out of 4). This information will be highlighted to those staff undertaking recruitment and teaching and additional support will be provided where appropriate.

All learner identified as male or female and there were 92 female learners (65%) and 50 male learners (35%). The Achievement rate for female learners was 84% and for male learners 80%. There were 12 withdrawals (8%), 6 Female (6%) and 6 Male (12%)



OUTCOMES FOR STUDENTS

Key strengths

- Pass rate 90.0%
- Retention rate 91.5%

Key areas for development

- Improve Achievement rate by 3% to 85% or greater.
- Reduce the Withdrawal rate by 2% to 6.5% or below.
- Reduce the Did not Pass rate by 2% to 8% or below.

Adult Provision

ATN had an Achievement rate of 82.4% and a Pass rate of 90.0% which compare favourably with national rates. The Pass and Achievement rates for each subject were; ESOL Award in Skills for Life Speaking & Listening – Pass rate 100% Achievement rate 88.9%; Functional Skills English – Pass rate 89.8% Achievement rate 80.6%; Functional Skills Mathematics – Pass rate 88.2% Achievement rate 85.7%.

In 2017/18 there were 142 enrolments on adult learning programmes, 9 (6.3%) ESOL S&L, 98 (69.0%) English and 35 (24.6%) Mathematics. 130 (91.5%) learners completed their course with 12 (8.5%) withdrawals. 117 (90.0%) passed and 13 (10.0%) did not pass.

The overall Retention rate was 91.5% and by subject this was 88.9% for ESOL, 89.8% for English and 97.1% for mathematics.



The Pass rates for Level 2 courses were significantly lower than the average for all Entry Level and Level 1 Courses, for Functional Skills English the Pass rate for Level 2 was 78.3% against an average for all other Functional Skills English Courses of 95.3% and the Pass rate for Functional Skills mathematics at Level 2 was 72.7% against an average of 96.7% for all other Functional Skills mathematics courses. Tutor feedback suggests that additional Guided Learning Hours, above the Awarding Body recommendations, would improve the pass rate as some learners struggled with the 'step-up' from Level 1 learning.

In meeting the needs and interest of the community ATN recruits learners from a diverse range of backgrounds, the vast majority of whom achieve and make good progress. There is no significant data to identify under-performance from any ethnic group, but 5 (from 39 – 13%) with African Ethnic Origin did not achieve and 4 (from 33 – 12%) with Indian Ethnic Origin withdrew. Achievement Rates were between 80% and 100% for all groups except, Any Other Asian 78% (7 out of 9), Any other White Background 57% (4 out of 7), Bangladeshi 50% (1 out of 2) and Iranian 50% (2 out of 4). This information will be highlighted to those staff undertaking recruitment and teaching and additional support will be provided where appropriate.

Outcomes for both male and female learners are good. Female learners have slightly outperformed male learners however; overall outcome rate is higher than the National Rates. All learners identified as male or female and there were 92 female learners (65%) and 50 male learners (35%). The Achievement rate for female learners was 84% and for male learners 80%. There were 12 withdrawals (8%), 6 Female (6%) and 6 Male (12%)

Only 2 learners declared a disability, one passes and the other did not pass. ATN will endeavour to attract more learners with disability and ensure that learner reporting of disability is accurate.

Learners enjoy and value their time at ATN. They respond positively to questions regarding their experiences. 97.7% of learners agreed that they would recommend courses to someone else. Results of the Student satisfaction survey remain impressive showing that 91.5% of learners had achieved their learning goals, with 7.7% unable to say and only 0.8% answering no.

There are clear progression routes and learners' post-ATN outcomes are wide ranging. Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations. Audits and lesson observation reports identify that all learning programmes embedded employability skills development and learners were provided with very good career advice with the focus on developing transferrable skills. The Centre Activity Report for Functional Skills states, in relation to a learner interview, "He emphasised the fact that all staff have helped him with his employability skills ..." However,



16.2% learners do not feel that they are equipped to go into a job situation once the course is completed. 70% responded positively to the question, "Do you feel that you are equipped to go into a job situation once the course is completed?"

APPENDICES and Evidence used to complete the Self-Assessment report

- A) Learner Satisfaction Survey Analysis
- B) Learner Progression Analysis
- C) Learner Achievement by Subject and Level Analysis
- D) Learner Gender Achievements Analysis
- E) Learner Ethnicity Achievement Analysis
- F) Learner Disability Achievements Analysis
- G) Progression by Subject Analysis
- H) Recruitment and Achievements by Subject and Term
- I) Recruitment and Achievements by Subject and Level
- J) Recruitment and Achievements by Course
- K) External Centre Activity Reports
- L) Observation of Teaching & Learning Reports
- M) Matrix Annual Continuous Improvement Check Report
- N) Class Registers



O) Learner Mid and End Course surveys (See Stored Paper Files)

Curriculum Quality Improvement Plan 2018 - 2019 (from 2017-18 Self-Assessment Report)

Curriculum area:	Adult Education Budget - Functional skills in English & Mathematics, and Award in ESOL Skills for Life (Speaking & Listening)		
Author:	Jojoy Varghese	Date:	14th September 2018



1. Effectiveness of leadership and management					
	Issue for Improvement and/or Development	Specific action(s) to be taken	By who	Completion Date	Evidence required
i)	Prioritising of Direct Delivery Observations of Teaching & Learning for staff delivering on both Direct Delivery and Sub-contracted provision, and including all subject areas.	1) Schedule of OTLs to cover all teachers delivering and across all subject areas of the ESFA Direct Delivery contract. 2) OTLS to be conducted in accordance with schedule.	QM (JV) QM (JV)	30/09/18 31/03/19	Schedule to be in place and published for all tutors/managers advised. All teachers delivering on Direct Delivery, and all subject areas to have been observed and reported.
ii)	Embedding of the advisory and scrutineering role of the Trustees.	1) Schedule of Trustees quarterly meetings 2) Minutes of Trustees' meetings. 3) Trustees to visit training centre and meet staff and learners.	MD (SSG) MD (SSG) MD (SSG)	30/09/18 Ongoing from 31/10/18 31/03/19	Schedule to be in place and all Trustees and staff advised. Minutes of meeting available. Visit(s) undertaken and reported.



iii)	Widening of the decision making group to include a greater number of senior and middle managers	1) New management group established. 2) Schedule of regular meetings. 3) Minutes of meeting.	MD+RM (SSG+KK) RM (KK) RM (KK)	01/09/18 01/09/18 From 01/09/18	Staff member informed of new management group. Frequency and schedule agreed and circulated. Minutes of meetings available.
iv)	Facilitation of Learners for participation in the ESFA on-line Learner Satisfaction Survey.	1) All learners encouraged to participate in ESFA online Learner survey and IT facilities made available.	Teachers + Admin RM (KK)	October 2018 (or when issued) to April 2019 (or when closed)	All learners informed and at least 80% take-up, from learners in the period.
2.	Quality of teaching, learning and assessment				
	Issue for Improvement and/or Development	Specific action(s) to be taken	By who	Completion Date	Evidence required
i)	To ensure all tutors delivering on Direct Delivery are observed during the year and all subject areas should be covered by the OTL plan.	1) Schedule of OTLs to cover all teachers delivering and across all subject areas of the ESFA Direct Delivery contract. 2) OTLS to be conducted in accordance with schedule	QM (JV) QM (JV)	30/09/18 31/03/19	Schedule to be in place and published for all tutors/managers advised. All teachers delivering on Direct Delivery, and all subject areas to have been observed and reported.



<p>ii)</p>	<p>To improve and standardise the observation report writing to describe how the learner covered the assessment criteria as opposed to just comments/quotes from the learner.</p>	<p>1) Observation training sessions to be arranged to improve and standardise the observation report writing</p>	<p>QM (JV)</p>	<p>31/10/18</p>	<p>Training session delivered, training notes/examples distributed and improvement and greater standardisation in report writing.</p>
<p>iii)</p>	<p>To improve the quality of teaching, learning and assessment by helping at least 25% of tutors to achieve outstanding grade in OTLA.</p>	<p>1) Workshops and mentoring by senior teachers and Quality Manager, targeted at teachers graded 'Good' previously. 2) Good practice is identified and shared between teachers.</p>	<p>Senior Tutors QM (JV) OTL Staff QM (JV)</p>	<p>31/12/18 31/12/18 and ongoing</p>	<p>Workshops delivered, training notes/examples distributed. Good practice identification shared with all teachers.</p>
<p>iv)</p>	<p>To improve the embedding of Numeracy into the Functional Skills English courses.</p>	<p>1) Workshops and mentoring by senior teachers and Quality Manager, targeted at teachers of FS English. 2) Good practice is identified and shared between teachers.</p>	<p>Senior Tutors QM (JV) OTL Staff QM (JV)</p>	<p>31/12/18 31/12/18 and ongoing</p>	<p>Workshops delivered, training notes/examples distributed. Good practice identification shared with all teachers.</p>



3. Personal Development, behaviour and welfare					
	Issue for Improvement and/or Development	Specific action(s) to be taken	By who	Completion Date	Evidence required
i)	Improve learner development by adding a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interests, celebrating special days such as employability day, etc. and ensure at least one enrichment activity is undertaken in course of their learning programme at ATN.	1) Tutors to identify opportunities for enrichment activities and submit them to the Regional Manager for approval and risk assessment. Enrichment activities will not necessarily be class specific and learners from multiple classes may join together for the activity.	Tutors + RM (KK)	To be identified and agreed by 31/10/18 and to be completed by 31/07/19	Risk Assessments and photographs/reports form activities.
ii)	Attract a greater number of disabled learners and ensure accurate reporting of learner disability.	1) Recruitment staff to discuss with Jobcentre Plus Work Coaches and those supporting Employability Support Allowance (ESA) and the Work-related Activity Group (WRAG) to market courses directly to those claimants with a disability. 2) Recruitment Staff and tutors to encourage learners to declare disabilities.	Recruitment Staff (GS) Recruitment Staff (GS) Tutors	On regular weekly visits to JCP from 01/10/18 Statistics to be checked on 14/12/18 and 31/03/18 Monthly starting October 18	Report confirming contacts made with specific JCP staff. Recruitment statistics show increase in number of learners with a disability. Recruitment statistics show increase in number of learners with a disability.



iii)	Capture Wellbeing and self-confidence improvements from learner satisfaction surveys.	1) Additional questions added to Learner Survey specifically asking about improvements in Wellbeing and Self-confidence.	Admin (Kiri) RM (KK)	By first Learner Survey of 2018/19	Questions added to Learner Survey and responses collected.
4.	Outcomes for learners				
	Issue for Improvement and/or Development	Specific action(s) to be taken	By who	Completion Date	Evidence required
i)	Improve Achievement rate by 3% to 85% or greater.	1) Discussions with tutors from Quality Manger. 2) Additional GLH for Level 2 courses. 3) Statistics collected Termly.	QM (JV) RM (KK) Admin + QM (JV)	31/10/18 31/10/18 31/12/18 + 31/03/19 + 31/07/19	Discussion reported. Schedule of courses showing additional GLH for Level 2 courses. Achievement Statistics.
ii)	Reduce the Withdrawal rate by 2% to 6.5% or below.	1) Discussions with Tutors from Quality Manger. 2) Tutors to identify learners at risk of withdrawal and give additional support and contact immediately if not attending. 3) Statistics collected Termly.	QM (JV) Tutors + Admin Admin + QM (JV)	31/10/18 Ongoing 31/12/18 + 31/03/19 + 31/07/19	Discussion reported. Notes in Course Files and contact logs. Withdrawal Statistics.



<p>iii)</p>	<p>Reduce the Did not Pass rate by 2% to 8% or below.</p>	<p>1) Discussions with Tutors from Quality Manger.</p> <p>2) Tutors to identify learners at risk of not passing and give additional support, requesting Additional Learning Support staff where appropriate.</p> <p>3) Statistics collected Termly.</p>	<p>QM (JV)</p> <p>Tutors + Admin + RM (KK)</p> <p>Admin + QM (JV)</p>	<p>31/10/18</p> <p>Ongoing</p> <p>31/12/18 + 31/03/19 + 31/07/19</p>	<p>Discussion reported.</p> <p>Notes in Course Files and contact logs. Additional Learning Support staff used.</p> <p>Withdrawal Statistics.</p>
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