**Provider Self-Assessment Report**

**Quality Improvement Plan**

**Provider's name: Adult Training Network**

**Date: 19/10/017**

**Contents**

| 1 | BACKGROUND |
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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.

## AIMS AND OBJECTIVES

ATN 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 clients' employability skills

- Help to improve students' linguistic competence in English by providing them with basic survival English for everyday life in UK.

- Equip students to progress to the next level of provision.

- Support students in their chosen progression path.

- Build the self-confidence of students.

- Develop the ICT & Maths skills of people in the local community who have little or no access to mainstream education provision and ICT resources.

| 2 | OVERALL JUDGEMENT |
|---|---|

### 2.1 Overall Effectiveness

**Grade - Good**

### 2.2 Key Strengths

*(3-4 of the most important strengths, one bullet point each)*

- ***Outstanding positive progression achieved by learners by entering into further higher level training and/or employment.***

- ***Good overall pass (92%) and achievement rates (83%) for ESOL qualifications.***

- ***Good quality teaching learning and assessment as evidenced in lesson observations and learning walks.***

- ***Very effective embedding of employability skills and  ICT into lessons***

## 2.3 Key Areas for Improvement

*(3-4 of the most important AFIs, one bullet point each)*

- *Ensure more effective use of learner feedback by administering exit questionnaire effectively. Continue to use a standard learner survey provided by the prime, which will make data analysis easy and simple and which will lead to easy identification of learner needs and interests and adapt the course content to suit the needs and interests of the learners.*

- **Identify, as early as possible, learners, who are at risk of poor attendance and** *develop more effective strategies to tackle issues in relation to attendance and punctuality.*

- *To improve pass rate of male learners*

- **To establish more effective links with local employers and recruitment agencies to improve job opportunities for learners who are ready for the job market.**

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## 3 MEETING LOCAL NEED

How did you decide what programmes you will offer, did this meet the needs of learners? Did partnerships directly contribute to meeting learner need?

*Data / Evidence*

Minutes of meetings and discussions with staff reveal that prior to the commencement of the learning programmes ATN's management and staff held meetings with local job centres, refugee councils, libraries, various religious centres such as mosques and gurdwaras and local representatives of associations of ethnic minority groups to identify potential learners, their needs and interests, which led to the design of the learning programmes. Recommendations and advice received during Partnership Business Meetings with HAFL council and quality team also contributed to the planning and delivery of the learning programmes.

Learner feedback collected through satisfaction surveys, reviews and lesson observations identify that most learners were very satisfied that the learning programme met their expectations. "I feel more confident to do more courses" (comments on learner satisfaction surveys).

According to learner satisfaction survey synopsis 100% of learners strongly agreed that the main reason for choosing to do the course was to gain skills and knowledge. The other reasons included:

- To get a qualification
- To help get into work
- To progress onto another course or higher education

*"Good encouragement of independent learning. Learners are able to carry out research on various topics with less support from the tutor. Learner autonomy is encouraged through learners carrying out homework, which is followed up every day."* (Observation report, 11/7/17)

*Evaluation*

The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including on local and national economic and social contexts. Prior to the commencement of the learning programmes ATN's management and staff held meetings with local job centres, refugee councils, libraries, various religious centres such as mosques and gurdwaras and ethnic minority groups to identify potential learner needs and interests. In addition, ATN also used information gathered through learner satisfaction surveys to further amend and adapt the learning programmes to suit the interests and needs of the learners.

The basic skills qualifications (ESOL & functional skills in English) offered at ATN is a priority for up-skilling, which has been documented by government and echoed by local employers. SOWs and lesson plans identify that learning programmes are very well designed with a focus on development of learners' employability skills. ESOL & Functional skills qualifications offered ensure that they enable learners to acquire knowledge, understanding and skills especially English, Mathematics, ICT as well as employability skills in addition to developing confidence and self esteem to become a rounded individual. Development of these skills prepares them for future progression to further education, employment starts and sustained employment. Well equipped classrooms were arranged with subject specific posters and models of students' work.

According to learner feedback collected through satisfaction surveys, reviews and during lesson observations identify that learners were very satisfied that the learning programme met their expectations. ATN has a predominantly adult population of learners. In negotiation with tutors and learners' aspiration realistic levels of achievement is set for each learner. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. As a result 80% of learners had positive progression with 8% obtaining employment and 72% undertaking further learning.

ESOL EV report (31/1/2017) recognises that leaners' development needs are matched against the requirements of the qualification. *"ILPs are updated regularly by reviews and mock assessments."*

*Areas for Improvement (to be taking into QIP, bullet points)*

- *More effective use of learner feedback by administering exit questionnaire. Continue to use a standard learner survey provided by the prime, which will make data analysis easy and simple and can easily identify learner needs*

*and interests and adapt the course content to suit the needs and interests of the learners.*

## 4    IMPROVING QUALITY OF TEACHING AND LEARNING

What is your tutor grade profile? How does this compare to previous years?

*Data / Evidence*

| Number of sessions observed | Outstanding | Good | Requires improvement | Inadequate |
|---|---|---|---|---|
| 5 | 0 | 4 | 1 | 0 |
| | 0.00% | 80.00% | 25.00% | 0.00% |

*Evaluation*

The high standard of teaching, learning and assessment has been key to the success of ATN. Graded lesson observations were carried out by ATN's quality team and OTLA reports evidence that 80% of observed sessions were graded 'Good', which reflects the good quality of teaching and learning that is undertaken at ATN. Just 1 session observed was graded 'requires improvement'. Staff support for improvement is constructive and effective. To ensure that the observation process is positive and developmental, all staff work with their line manager post observation to agree tailored teaching and learning targets to meet their individual development requirement.

As 2016-17 was the first year of ATN's partnership with HAFL, no comparison with previous years is possible. However, it should be noticed that similar projects were undertaken in ATN West London during 2016-17 and all teaching and learning staff had a graded lesson observation. The results of the 2016-17 Teaching Learning and Assessment Observation Programme show that 100% of staff observed achieved a Grade 2, (Good) in ATN West London. It is believed that the good lesson observation grades achieved by tutors reflect the achievement of good pass rate of 87%.

*Areas for Improvement (to be taking into QIP, bullet points)*

- To improve the quality of teaching, learning and assessment by helping at least 20% of tutors to achieve outstanding grade in OTLA.
- To improve the quality of teaching, learning and assessment by helping 90% of tutors to achieve either good or outstanding grade in OTLA.

What key themes have you identified in teaching and learning, both strengths and areas for improvement? (E.g. differentiation, feedback, questioning, checks on learning etc. Please refer to the HAFLS observation form when completing this question)

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*Data / Evidence*

"Good and detailed lesson plan, which has clearly written varied differentiation strategies and activities." (Lesson observation report, 11/7/17)

"Evidence from the detailed lesson plan and SOW shows that sufficient activities are prepared to ensure differentiation, embedding Maths & ICT. Tutor clearly knew the abilities of the learners. She used graded questions, provided 1-1 support for slower learners and additional materials and activities were prepared for early finishers. However, differentiation activities were not implemented effectively to stretch learning." (joint lesson observation (with prime's QA) report, 15/11/16)

"ILP targets are revisited and mid course reviews are used for detailed feedback. In addition, portfolios suggest constructive comments on worksheets. Error correction and verbal feedback provided during and after each activity." (Lesson observation report, 29/3/17).

"All learners have folder with work inside (good use of varied worksheets), which has been marked…. Excellent extension – ask them to say what transport they like using and then say why if they can…. Good interaction with learners - allowed the class to have a full discussion about different types of transport, and tutor supported each learner during the practice. " ( Learning walk (by prime)report, 6/2/17)

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*Evaluation*

*"2 candidates were interviewed .. both candidates were happy with the support provided on the programme."* (ESOL EV report, 31/1/2017)


*80% of lesson observed were graded good. This has been achieved through very effective implementation of differentiation strategies, use of good quality resources, constant constructive verbal and written feedback, use of a variety of* questioning techniques used effectively. Questions are usually graded according to the abilities of the learners.

*Most lessons observed and audits reveal that tutors are actively and effectively involved in the process of teaching learning and assessment by:*

- *Helping learners to* develop independent learning skills, that they can use outside the classroom,
- Providing constant formative feedback in the form of error correction, mock tests, end of unit projects, presentations, discussions, 1:1 support etc.

- Effective use of differentiation strategies included: graded questions, ALS support, additional materials for stronger learners, peer assessments, groupwork, etc.

Learning walks and joint observations carried out by the prime's quality team also confirm high quality teaching, learning and assessment at ATN. All tutors are adequately qualified and possess and demonstrate excellent knowledge and skills. All these above factors have contributed to the high outcome rates for most learning programmes, especially ESOL S/L & Full award.

Most tutors feel that there would have increased rate of outcome achievement if more ALS support was provided for learners with less abilities. ALS support was available on 1 or 2 days a week during the academic year. In addition, staff also expressed their views on difficulties to deal with mixed levels as well as varying starting points for learners in same class.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *To ensure more ALS support to less-abled learners.*
- *Avoid mixed levels in the same class as well as learner enrolment after the 1st week of course.*


How has learner feedback changed your teaching and learning?

*Data / Evidence*

Attendance registers and tracking sheets identified that additional learning time allowed for many learners following their needs identified through learners' formal and informal feedback.

Inconsistent use of exit questionnaire provided by the prime.

*Evaluation*

Student feedback processes are creative and well developed. They are carried out on multiple occasions to capture students' aspirations and views about their programmes and the information captured is used to inform future planning of their learning programmes. Student views on their own progress are captured well through reviews and various evaluations. Some of the learner views on teaching and learning included the following comments:
"I feel more confident to do more courses."
"The teacher is very helpful and patient with students."
"I feel I have improved my English skills…"

There were numerous occasions when ATN listened to learner voices and resolved their issues. For example, s*ome learners identified that they needed more time for their learning as reflected in the comment, "sometimes I feel I need more time to learn and practice my skills". Following this feedback learning programmes were extended beyond the planned end date to support learners to achieve their learning outcomes. This has helped learners, especially ESOL learners, to achieve good success.*

*However, there were occasions when different templates were used for course exit satisfaction survey. As a result, though learner voice has been captured using various tools, analysis of data has not been straightforward.*

*Areas for Improvement (to be taking into QIP, bullet points)*

- Ensure there is uniformity in the use of templates used to collect learner feedback which will make data analysis less complex and easy.

How did you use tutor action plans and CPD to improve teaching and learning?

*Data / Evidence*

100% of tutors were provided with clear feedback and action plans following lesson observations, assessments, and various QA audits.

CPD spreadsheet identifies a wide range of professional development sessions attended by staff.

*Evaluation*

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. Some of the key CPD opportunities created for ATN's tutors included:

- Information Advice and Guidance (Level 3)
- Level 3 Diploma in Business Administration
- 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
- Negotiating Lesson observation grades
- Safeguarding training
- Equality & Diversity training
- Prevent training
- Understanding and updating Learner track
- Induction to assessment
- Writing SMART targets
- Providing effective feedback
- How to use differentiation strategies effectively

In addition to the CPD activities, developmental action plans following lesson observations and moderation visits were followed by staff rigorously. Staff undertaking training sessions have helped learners to have a better understanding of British values, E&D, safeguarding etc. The sessions on differentiation strategies and feedback on assessments and lesson observations helped tutors to plan and deliver teaching sessions more effectively and efficiently.

"The training has helped me to understand the assessments and it will help to plan the lessons well and improve success rate. " (tutor feedback on standardisation of marking training, Jan 2017)

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to support staff by creating further professional development opportunities.*

Evaluate the extent to which RARPA is effective in measuring learners' performance. Does moderation of RARPA indicate that tutors' judgements on learners' progress are accurate? Is this supported by the quality of learner portfolios and work? If appropriate comment on recording of improvements in "soft" skills

*Data / Evidence*

- RARPA moderations visits identify good practices exist in ATN and learner progress and achievements are constantly reviewed (RARPA moderation visit report Aug 2016),

*Evaluation*

At ATN there is an effective quality assurance system for the review and improvement of the provision using RARPA process. Implementation of RARPA process across the learning programmes ensures quality standards are being adhered to as well as helps the organization to evaluate the extent to which student outcomes are being met. Although RARPA process is generally used for non accredited programmes it is strictly used for the accredited ESOL/FS skills learning programmes in ATN. RARPA moderation visits carried out by the prime as well as internal audits identified the following:

- Good use of initial assessments
- Completed ILPs or other paperwork to capture learner achievement
- Well organized learner portfolios clearly displaying learner journey and milestones passed.
- Challenging goals set for learners
- Goals include soft skills such as developing confidence and self esteem

However, there were some areas for improvement identified in the first quarter of the academic year and it included learning objectives not being consistent across SOWs, LPs and ILPs. In addition, learner reflection of their own performance requires further improvements. These were addressed when identified and tutors were provided with feedback and training on setting SMART objectives and these targets being consistent in sows, LPs and ILPs. Awarding body targets were used. Review templates were amended to include learner reflection of teaching learning and assessment and learners were constantly encouraged to use this.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to encourage learners to reflect on teaching learning and assessment and provide feedback on this.*

- *Continue to set challenging objectives and ensure they are consistently used in various documentation.*

Comment on embedding in the classroom

- English and Maths
- Employability
- ICT

*Data / Evidence*

- *Employability*

  "Learners believe that the course helps them to improve self esteem and confidence in addition to job prospects" (Observation report, 11/7/2017)

  Learners agreed that the course helps them to build confidence. One learner said, "hopefully we will get jobs after the course" (observation report, 29/3/2017)

- *ICT*

  OTLA reports identify that 80% of sessions observed integrated ICT.

  Audit feedbacks identify most lesson plans and SOWs evidence use of ICT.

  "Learners were encouraged to use laptops, which helped to improve researching skills using ICT in addition to using phones as dictionaries and translators." (observation report, 29/3/17)

- *English and Maths*

Some observation reports identify the need "to plan for embedding Maths skills " (Observation report, 11/7/2017)

*Evaluation*

- *English and Maths/ Employability/ ICT*

ATN has given a high priority to developing Maths, English and ICT in order to improve employability skills of its students. Lesson observations and learner feedback collected on various occasions reveal that most learners in ESOL & functional skills qualifications agreed that the courses had helped them to improve numeracy skills. Similarly, most learners have commented that their respective courses had supported them to develop employability skills. All SOWs and lesson plans audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. Through this learners were well-prepared for the next stage such as further training and employment.

100% of tutors agreed that they embed employability into SOWs and lessons on a regular basis. Audits of portfolios and feedback from learners collected during lesson observations identify that lessons help to develop their employability skills through discussions on job interview preparations, improving self confidence, presentations skills, etc.

Good embedding of ICT across various learning programmes. Most lesson observations recognise that ICT has been embedded well into lessons. "There is evidence of learners using laptops, which helps to improve researching skills. Tutor always encourages learners to use dictionaries, calculators and translators on their smartphones. Digital recorders are generally used to record discussions and it is played back for learners to identify any areas for improvement." (Lesson observation report , 11/717)

Although there were evidences of good integration of numeracy into lessons, some lesson observations identify missed opportunities to help develop maths skills. "Tutor could have planned for creating opportunities to improve learners' maths skills. For example tutor could embed maths by stressing importance of researching and getting data for discussion. For example, % of children from extended families perform better in education compared to nuclear families or could have asked learners what they think about % or number of families in England and explain million, trillion, billion etc. " (Lesson observation report, 11/7/17)

*Areas for Improvement (to be taking into QIP, bullet points)*

- *To improve planning of embedding Maths. Ensure minimum of 85% lessons are planned to help learners develop numeracy skills.*

## 5    EQUALITY AND DIVERSITY

Please comment on your performance against EDIM targets compared to previous years

*Data / Evidence*

| Funding Stream | EDIM | Agreed Target | HAFLS Target | Targets achieved |
|---|---|---|---|---|
| AEB | Below a full level 2 qualification | 90% | 60% | 92% |
| | BME | 19% | 19% | 72% |
| | ESA claimants | 22% | 20% | 11% |
| | IS claimants | 12% | 10% | 8% |
| | Learning Difficulty (LD) | 19% | 8% | 41% |
| | Men | 35% | 37% | 36% |
| | Mental health issues | 20% | 5% | 12% |
| | Older Learners | 20% | 12% | 34% |
| | **50+ Unemployed** | **6%** | **6%** | 34% |

| | Total number of learners | No of learners passed | % of Pass Rate |
|---|---|---|---|
| African | 1 | 1 | **100.00** |
| Indian | 10 | 7 | **70.00** |
| Any other Asian background | 5 | 5 | **100.00** |
| Any other ethnic group | 7 | 5 | **71.43** |
| Any other White background | 20 | 17 | **85.00** |
| Arab | 14 | 9 | **64.29** |
| Bangladeshi | 7 | 4 | **57.14** |
| Chinese | 4 | 4 | **100.00** |
| Pakistani | 16 | 15 | **93.75** |
| Total | **84** | **67** | |

| | No of learners | % of learners | No of Learners Passed | % of Pass rate |
|---|---|---|---|---|
| Male | 30 | 35.71 | 20 | 66.67 |
| female | 54 | 64.29 | 47 | 87.04 |
| Total | **84** | | **67** | |

*Evaluation*

Equality and diversity is integral to the work of Adult Training Network and is embedded into the mission and values of ATN. Consequently, E&D monitoring is an important matter for the centre. ATN understands that it is vital to be able to recognise and understand who our communities are so that we can plan our services to meet the needs of these communities, in order that every member can flourish and achieve their potential. ATN collects equality monitoring information relating to race and ethnicity, age, sex and disability. This enables us to develop a more comprehensive picture of the ATN community, better understand the needs of our learners, and offer appropriate support or adjustments in a timely manner.

In terms of teaching, learning and assessment our courses, materials and quality assurance procedure all reflect a commitment to the principles of equality and diversity. In 2016/17 most observations recognised that most tutors are effective and confident in including E&D in their classroom practice. However, some lessons needed to be more effective in integrating E&D.  Equality and Diversity training opportunities were effectively utilised by most staff as this was covered in induction as well as refresher sessions on embedding E&D in lessons. The impact of this is learners' awareness on equality and diversity and importance of respecting others' views and culture is raised.

78% of EDIM targets achieved. Remarkable achievement (+53%) attained for the recruitment of BME learners against the HAFL target of 19% as 72% of ATN's learners were from BME background. +28% achieved for 50+ unemployed learners. Given target was 6% and 34% of ATN's learners were 50+ unemployed. Targets achieved for making the provision available for learners with 'Below a full level 2 qualification', 'Learning Difficulty (LD)', 'Men', and 'Older Learners'. However, targets could not be achieved for learners claiming ESA& IS and learners with mental health issues.

 It has been identified that some group of learners achieved outstanding result in 2016-17 compared to some other groups of learners. For example, Chinese, African and learners from any other Asian background achieved 100% pass rate along with Pakistani learners' 94%. In addition, 85% of pass rate and 15% of employment rate was achieved by learners from 'any other white background'. However, learners from Arab and Bangladeshi communities recorded a low pass rate of 64% and 57% respectively.  One of the main reasons behind the low pass rate for those learners' is their withdrawals from the courses due to illness.

During last academic year female learners achieved a higher pass rate compared to male learners. Female learners had a good pass rate of 87%. However male learners achieved a modest 67%.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *To improve the pass rate of male learners by 7% by close monitoring of their attendance rates.*

- *Ensure EDIM targets achieved for ESA/IS & leaners with mental health issues.*

Comment on any performance (success) gaps. A performance gap is an 8%+ difference in any year or a 2%+ gap sustained over three years.

*Data / Evidence*

| | Courses | No. of learners | No. Retained | Retention rates | No of achievement | Pass Rate | Achievement rate |
|---|---|---|---|---|---|---|---|
| | ESOL Speaking & Listening Entry 1 | 23 | 20 | 86.96 | 18 | 90.00 | 78.26 |
| | ESOL Speaking & Listening Entry 2 | 17 | 14 | 82.35 | 12 | 85.71 | 70.59 |
| | ESOL Speaking & Listening Entry 3 | 8 | 8 | 100.00 | 8 | 100.00 | 100.00 |
| **Total** | | **48** | **42** | **87.50** | **38** | **90.48** | **79.17** |
| | ESOL Full Award Entry 1 | 17 | 17 | 100.00 | 17 | 100.00 | 100.00 |
| | ESOL Full Award Entry 2 | 9 | 8 | 88.89 | 7 | 87.50 | 77.78 |
| | ESOL Full Award Entry 3 | 4 | 4 | 100.00 | 3 | 75.00 | 75.00 |
| **Total** | | **30** | **29** | **96.67** | **27** | **93.10** | **90.00** |
| **Cumulative total for ESOL Quals** | | **78** | **71** | 91.03 | **65** | 91.55 | 83.33 |
| | Functional Skills English Level 1 | 6 | 6 | 100.00 | 2 | 33.33 | 33.33 |
| **Grand Total** | | **84** | **77** | **91.67** | **67** | **87.01** | **79.76** |

*Evaluation*

*Good overall pass (92%) and achievement rates (83%) for ESOL qualifications. Pass rates have been high for ESOL S/L (90%) & FA (93%) learning programmes. Overall good retention rate (92%) recorded in 2016/17 with 100% retention achieved for nearly 60% of courses.*

*Poor pass (33%) and achievement rates (33%) for Functional skills in English qualifications although retention rate has been 100%.*

*Tutors feel that the pilot course in Functional skills in English level 1 has been very challenging for learners and the GLH (less than 60 hrs) awarded for this qualification was insufficient compared to more than 100 GLH for ESOL FA qualifications, though all the elements of speaking and listening, reading and writing are covered in Functional skills. Learners being absent for assessments and smaller learner numbers also have contributed to the low outcome rates in addition to the fails. Unacceptable pass and achievement rates for Functional skills qualifications has resulted in ATN achieving an overall pass rate of 87% and satisfactory achievement rate of 80%.*

*Areas for Improvement (to be taking into QIP, bullet points*

- *Improve pass and achievement rates for Functional skills in English qualifications to achieve at least 80% pass and 75% achievement.*
- *Improve overall pass and achievement rates by 2% to achieve at least 89% of pass and 82% achievement rates.*

What have you done to raise awareness of British Values with your learners?

| |
|---|
| *Data / Evidence* |
| <ul><li>100% of tutors attended training on promoting British values (CPD record)</li><li>All classrooms and corridor decorated with British values posters</li></ul> |
| *Evaluation* |
| *Good promotion of British values.* Most lesson observations identify that awareness of British values created during learner induction and throughout the learning programmes. All learners work together very well and are happy about their peers. British values posters available in the classrooms and corridors highlight active promotion of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. |
| However, some lessons observed underline the need for further improvement in embedding British values as a clear planning for the promotion of British values was not clearly evident (lesson observation report, 11/7/17). Importance of promoting British values covered in all the staff meetings. This includes teaching more about the world in which learners live and developing their understanding of life in modern Britain. ATN's CPD record identifies that all tutors attended training sessions on promotion of British values. |
| *Areas for Improvement (to be taking into QIP, bullet points)* |
| <ul><li>Ensure there are no missed opportunities in lessons to promote British values and effective planning to be encouraged for integration and promotion of British values.</li></ul> |

Comment on promotion of E&D in the classroom

| |
|---|
| *Data / Evidence* |
| 100% of tutors attended E&D training  (CPD record) |
| Some lesson observation reports reveal further improvement required for embedding E&D. |

| |
|---|
| *Evaluation* |
| *Embedding of E&D is generally good. Most lesson plans identify good planning to integrate equality and diversity, ATN strives for effective promotion of training to target groups of ethnic minorities and refugees and understand that equality and diversity in education is essential for both teachers and learners by creating a classroom environment, where all learners can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way. At ATN the management strives to create a culture where the needs of learners are placed at the forefront of the ethos of the organisation.* |
| *SOWs, lesson plans and lesson observations identified that resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used in general. Skills for Life resource pack is especially relevant as the materials are generated specifically for the qualifications.* |
| Many ESOL learners attended learn to live well courses to improve their mental health and well being and majority of learners felt that they had benefitted from taking part in enrichment activities including class parties, award ceremonies, etc, which helped to strengthen their relationships and contributed to create a learning environment, where learners felt respected, equal and safe. |
| *Although most lesson plans identify good planning to integrate equality and diversity, some lessons observed did not reflect* this. "However there were missed opportunities to consolidate their understanding of equal opportunities and respecting others by highlighting importance of turn taking in discussions. There were occasions when more than 1 learner talked at the same time to express their opinion." (lesson observation, 11/7/17). |

| |
|---|
| *Areas for Improvement (to be taking into QIP, bullet points)* |
| • *Improve awareness of E&D through further training on embedding E&D into curriculum.* |

## 6   SAFEGUARDING (INCLUDING THE PREVENT AGENDA)

Are your safeguarding procedures effective? Please comment on the number of learners on your At Risk register, on how you dealt with concerns reported to you and how these were reported to HAFLS. Compare to previous years.

| |
|---|
| *Data / Evidence* <br><br> 0% of safeguarding issues reported |
| *Evaluation* <br><br> *Effective monitoring of safeguarding.* ATN has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations. Policies are in place that ensures students are fully protected under legislation relating to Health & Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external partners. <br><br> During 2016-17 no safeguarding issue was identified. Observation reports identify that all learners are aware of importance of safeguarding and who to approach to report safeguarding issues as posters are displayed in classrooms. The safeguarding policy was covered in learner induction as well as constantly reminded by staff. |
| *Areas for Improvement (to be taking into QIP, bullet points)* <br><br> • *Nil entries on AT RISK register. Safeguarding issues to be monitored more closely considering the diversity of ESOL classes. Improve awareness of staff through training on identifying potential safeguarding issues involving refugee learners.* |

Comment on effectiveness of your Prevent agenda.

| |
|---|
| *Data / Evidence* |
| • Observation reports, RARPA, lesson plan and portfolio audits, staff meeting identify good level of learner understanding of prevent duties. |
| Evaluation |
| Various strategies effectively implemented through staff training, embedding of various themes into curriculum, poster displays, audits, etc ensure good learner understanding of prevent strategy to promote British values and to stop people becoming radicalised or supporting terrorists. Teachers ensure that ground rules are established during learner induction and an atmosphere of respect and tolerance is created at all times and lead by example, Tutors understand that they have a uniquely powerful position as an educator to be a source of inspiration, tolerance, and hope in every learner's life and keep an open mind. This allows to be able to remain open to multiple perspectives and avoid any form of personal attacks. |
| Staff meetings identify that staff and learners felt that trips to central London to visit museums or to take part in educational events do not seem to be safe anymore in the wake of terrorist attacks and this prevented tutors to encourage a wide range of enrichment activities for their learners. Some tutors also felt the need for celebrating memorable days such as 'women's Day' and 'employability day' as well as religious festivals that would help to strengthen the tutor-learners rapport and relationship among learners. |
| *Areas for development (to be taking into QIP, bullet points)* |
| • *Add a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interest, etc and ensure at least 1 activity is undertaken in course of their learning programme at ATN.* <br> • *Improve awareness of prevent strategies through further staff refresher training on PREVENT.* |

Comment on your learners' safety and sense of feeling safe.

| |
|---|
| *Data / Evidence* |
| According to learner feedback synopsis 100% of learners agree that ATN is a safe place to learn. "I like my learning environment" (comments on learner feedback survey) |
| The class room was well laid out and no health and safety issues arose. Learners are aware of safety to protect sensitive data and prevent abuse or bullying. (Lesson observation report, 11/7/17) |

| |
|---|
| *Evaluation* |
| During 2016-17 no health and safety issue was identified. Risk assessments were carried out regularly which ensure ATN is a safe place for learning. Many learners attended courses to improve health and well being. Lessons and sows audited identify good levels of embedding of health and safety and well being, which lead to great enjoyment of learning programmes. |

| |
|---|
| *Areas for Improvement (to be taking into QIP, bullet points)* |
| • *Continue to carry out regular risk assessments to ensure safe and secure learning environment for learners on various learning programmes.* |

| 7 | ATTENDANCE AND PUNCTUALITY |
|---|---|

How do you ensure that learners attend regularly and arrive promptly? Compare attendance and punctuation figures to previous years.

*Data / Evidence*

Staff meetings, lesson observations and attendance registers identify that attendance has been affected by various issues such as learners' ill health, JCP appointments, job interviews, refugee council meetings, etc. "Since most learners are refugees they are referred from job centres and are expected to attend meetings and job interviews which have a negative impact on their attendance." (observation report, 29/3/17)

*Evaluation*

Attendance and punctuality monitoring requires improvement. Some lesson observations evidenced issues related to attendance and punctuality. ATN's management and staff at all levels are strongly committed to improving attendance, though all share the view that the reasons for poor attendance are seemingly wide-ranging, complex and interrelated.

Most tutors are of the opinion that it might be possible to link poor participation and engagement in class activities directly to attendance problems. Tutors and managers believe that improving attendance and punctuality definitely would have improved pass and achievement rates by at least 5%. It appears ATN needs to devote considerable resources and effort to improve attendance and punctuality of learners. High expectations for outstanding learners' attendance is considered by managers and teaching staff as the key to improvement.

*Areas for Improvement (to be taking into QIP, bullet points)*

- Identify, as early as possible, learners, who are at risk of poor attendance and *develop more effective strategies to tackle issues in relation to attendance and punctuality.*

## 8   PROGRESSION

Comment on your learners' progression after completing their courses, to: employment, further courses or volunteering. How effective is your information and advice in supporting this, especially in supporting learners into employment? Compare progression to previous years.

Comment on learner's chances of improved employment (e.g. part to full time, fixed term to permanent, increased income).

*Data / Evidence*

| ATN/HAFL - Progression information - 2016/17 | | | |
|---|---|---|---|
| | **No of learners** | **% of progression** | **%positive progression** |
| Progressed to next level within ATN | 57 | 67.05882353 | |
| Employment | 7 | 8.235294118 | |
| Progressed to other learning | 4 | 4.705882353 | |
| | | | 80 |
| Continuing learning | 2 | 2.352941176 | |
| Health issues | 3 | 3.529411765 | |
| Actively seeking employment | 1 | 1.176470588 | |
| Unknown | 11 | 12.94117647 | |
| Total | 85 | 100 | |

"Employability aspects are built into all programmes, and a job club is held weekly for ATN learners to access computers, search for jobs and send off applications online, with support available." (Matrix report Nov 16)

*Evaluation*

*Exceptional rates of positive progression.* ATN's current records show that majority of learners (80%) had positive progression.  8% obtained employment after or during the learning programmes at ATN.  An impressive 67% of earners were able to progress to higher level courses, which are planned with clear progression routes from Entry level 1 to higher levels and another 5% progressed to learning with other organizations. However, approximately 13% of learners' progression information has been unknown. Although 8% learners progressed to employment, there exists a need to establish extensive employer network as identified in a meeting held in July 2017 to ensure not only educational achievement but also good levels of progression into sustainable work destinations.

At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN invests heavily in 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.

There are high expectations of learners, who are appropriately challenged by staff to achieve to the best of their potential. 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. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects.

In the beginning of the learning programme, based on the information gathered through IAG process, all tutors adapted SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions. For example, most SOWs were amended to embed work based themes to help learners to develop employability skills.   ILPs are reviewed constantly, which enables learners to identify their progress and set further goals. Initial assessments, diagnostic tests and SMART targets in ILPs help learners to easily identify their own development and identify the distance they have travelled from their starting points.

Lesson observations, audits, learning walks, learner feedback, and course evaluation reports identify that during Sep 16 – Jul 17 most learners were supported to improve job prospects and 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. As a result there is an outstanding rate of positive progression into higher level courses and employment.

*Areas for Improvement (to be taking into QIP, bullet points)*

- To establish more effective links with local employers and recruitment agencies to improve job opportunities for learners, who are ready for the job market.

## 9 QUALITY IMPROVEMENT PLAN

### 9.1 Rubric

| |
|---|
| Action or target has been completed – colour blue |
| Significant progress has been made towards the Action or Target and it is on track – colour green |
| There are some causes for concern with the action or target and intervention is needed to ensure success. This includes targets and actions that have missed the deadline but which could be successfully completed with a revised deadline – colour orange |
| Action or target has failed / been missed, without hope of resolution this academic year – colour red |
| It is too early to ascertain progress – colour white |

Note these colours are the third row down for blue and green and the fourth row for red and orange in the built in colouring in word
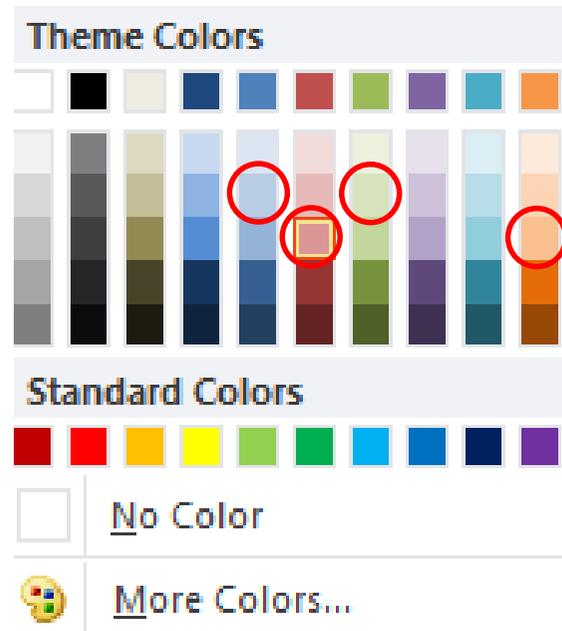
## 9.2   Categories (A&B)

Category A actions and targets are fundamental to a provider becoming good

Category B actions are for good elements and moving them towards best practice

**9.3 Meeting Local Need**

| Actions to Reach Targets | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| *Ensure same exit questionnaire template is used by all tutors across all the learning programmes* | B | | Tutors / Jojy Varghese | On going First review on 7/11/2017 | | Easy and accurate analysis of learner feedback |
| **Targets** *(SMART)* | | | | | | |
| Accurate analysis of exit questionnaire. | B | 17/10/ 2017 | Jojy Varghese | On going to be reviewed every 3 months. First review on (20/12/20 17) | | Easy and accurate analysis of learner feedback |

**9.4 *Improving quality of teaching and learning***

| Actions to Reach Targets | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|

| Actions | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| Arrange training sessions on how to achieve good and outstanding grades | B | 17/10/2017 | Jojy varghese | 30/11/2017 | | Tutors develop better understanding to achieve outstanding grades in lesson observations |
| **Targets** *(SMART)* | | | | | | |
| • To improve the quality of teaching, learning and assessment by helping at least 20% of tutors to achieve outstanding grade in OTLA. | B | 17/10/2017 | Jojy Varghese | 29/6/2018 | | 20% of lesson observations will receive outstanding grades |
| • To improve the quality of teaching, learning and assessment by helping 90% of tutors to achieve either good or outstanding grade in OTLA. | B | 17/10/2017 | Jojy varghese | 29/6/2018 | | 90% of lesson observations will be good |
| **9.5** | | | | | | |
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |

| | | | | | | |
|---|---|---|---|---|---|---|
| Increase the number of days ALS support is available by recruiting more ALSs | B | 17/10/2017 | Ed Wheeler | 31/10/2017 | | More ALS support to improve the pass rate |
| Ensure classes are organized according to the levels of the learners | B | 17/10/2017 | Ed Wheeler | 20/09/2017 | | To improve pass / achievement rate |
| Ensure no learner starts after 1 week of the commencement of the classes | B | 17/10/2017 | Ed Wheeler/Hetan B | On going (first review on 30/10/2017 ) | | To improve pass / achievement rate |
| **Targets** *(SMART)* | | | | | | |

| | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| *To ensure more ALS support is available to less-abled learners.* | B | 17/10/2017 | Ed Wheeler | 31/10/2017 | | To improve pass / achievement rate |
| *Avoid mixed levels in the same class as well as learner enrolment after the 1st week of course.* | B | 17/10/2017 | Ed Wheeler | On going to be reviewed quarterly (first review on 30/10/2017) | | To improve pass / achievement rate |

| 9.6   *CPD* | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Ensure staff attends sufficient CPD activities by reviewing and collecting CPD information every 3 months | B | 17/10/2017 | Jojy Varghese | 29/6/2017 | | Improve quality of teaching, learning and assessment leading to improved outcome rates |

| Targets (SMART) | | | | | | |
|---|---|---|---|---|---|---|
| *Continue to support staff by creating further professional development opportunities.* | B | 17/10/2017 | Jojy Varghese | 29/6/2017 | | Improve quality of teaching, learning and assessment leading to improved outcome rates |

| 9.7   RARPA | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Arrange refresher training sessions on creating SMART targets and RARPA | B | 17/10/2017 | Jojy Varghese | 30/11/2017 | | Pass RARPA moderation process |
| Carry out audits to ensure learner reflection on teaching learning and assessment recorded appropriately | B | 17/10/2017 | Jojy Varghese | 30/11/2017 | | Improve learner understanding of the progress they have made. |
| **Targets** (SMART) | | | | | | |

| | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| *Continue to encourage learners to reflect on teaching learning and assessment and provide feedback on this.* | B | 17/10/2017 | tutors | 30/11/2017 | | Pass RARPA moderation process. |
| *Continue to set challenging objectives and ensure they are consistently used in various documentation.* | B | 17/10/2017 | tutor | 30/11/2017 | | Improve learner understanding of the progress they have made. |

| 9.8   *Embedding various skills* | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| *Carry out audits and 60% lesson observations in the first quarter to identify embedding of Maths, ICT & employability.* | B | 17/10/2017 | Jojy Varghese | 20/12/2017 | | Learners develop Maths, ICT and employability skills |
| Arrange training sessions on embedding various skills effectively | B | 17/10/2017 | Jojy Varghese | 20/11/2017 | | |

| Targets *(SMART)* | | | | | | |
|---|---|---|---|---|---|---|
| *To improve planning of embedding Maths/ICT/employability* | B | 17/10/2017 | All tutors | 20/12/2017 | | Learners develop Maths, ICT and employability skills |

**9.9**

| Actions to Reach Targets | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| *Monitor attendance of learners more closely by tutors/admin contacting the absentees the same day of their absence and recording the reasons.* | B | 17/10/2017 | Tutors/admiin | On going tobe reviewed quarterly( first review on 20/11/2017) | | To improve attendance of learners leading to improved outcome rates |
| **Targets** *(SMART)* | | | | | | |

| Actions to Reach Targets | Cat A or B | Date Added | Responsible Person | Deadline | Progress Recorded | Intended Outcomes |
|---|---|---|---|---|---|---|
| *Improve pass and achievement rates for Functional skills in English qualifications to achieve at least 80% pass and 75% achievement.* *Improve overall pass and achievement rates by 2% to achieve at least 89% of pass and 82% achievement rates.* | B | 17/10/2017 | Tutors | 20/6/2018 | | Improved outcome rates |

| 9.10 *Promoting British values/prevent and E&D* | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Arrange training sessions on promoting and embedding British values/prevent/ E&D effectively | B | 17/10/2017 | Jojy Varghese | 30/11/2017 | | To improve learner understanding of British values, prevent, and e&d |
| *Carry out audits and 60% of lesson observations in the first quarter to identify promotion of British values, equality and diversity, and prevent strategy.* | B | 17/10/2017 | Jojy Varghese | 20/12/2017 | | |

| Targets *(SMART)* | | | | | | |
|---|---|---|---|---|---|---|
| Ensure there are no missed opportunities in lessons to promote British values and effective planning to be encouraged for integration and promotion of British values and E&D. | B | 17/10/2017 | All Tutors | 30/11/2017 | | To improve learner understanding of British values, prevent, and e&d |

| 9.11 | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Arrange training sessions on identifying safeguarding issues in ESOL classrooms | B | 17/10/2017 | Jojy Varghese | 30/11/2017 | | Protection of vulnerable adults and children at all times. |
| **Targets** *(SMART)* | | | | | | |
| • *Improve awareness of staff through training on identifying potential safeguarding issues involving refugee learners.* | B | 17/10/2017 | Jojy Varghese | 30/11/2017 | | Protection of vulnerable adults and children at all times. |

| 9.12 | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Arrange further staff refresher trainings on PREVENT<br><br>*Ensure at least 1 enrichment activity is undertaken in course of their learning programme at ATN.* | B<br><br><br><br>B | 17/10/2017<br><br>17/10/2017 | Jojy Varghese<br><br><br>Tutors | 30/11/2017<br><br>On going (to be reviewed on 30/11/2017) | | Stronger relationship and bonding with learners leading to good enjoyment of learning experience. |
| **Targets** *(SMART)* | | | | | | |
| Continue to *Improve awareness of prevent strategies* | B | | | | | |

| 9.13 | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| *Continue to carry out regular risk assessments at least once in 6 months* | B | 17/10/ 2017 | Gaurav Sharma | 28/2/201 8 | | To ensure safe learning. |
| **Targets** *(SMART)* | | | | | | |
| *Continue to ensure safe and secure learning environment for learners on various learning programmes.* | B | 17/10/ 2017 | Gaurav Sharma | On going (to be reviewed on 28/2/201 8) | | To ensure safe learning. |

| **9.14** | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Review the current employer database and identify 7 more local employers and establish links with them. | B | 17/10/2017 | Colin/Gaurav Sharma | 29/12/2017 | | To improve progression into employment and help achieve learners' personal goals |
| **Targets** *(SMART)* | | | | | | |
| To increase employment rate by another 3% | B | 17/10/2017 | Colin/Gaurav Sharma | 20/6/2018 | | To improve progression into employment and help achieve learners' personal goals |

| 9.15 | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |
| Ensure attendance rate is closely monitored by contacting the absentees on a daily basis to identify the reason for absence. | A | 17/10/2017 | Tutors/admin | On going- to be reviewed on 30/11/2017 | | Higher outcome rates for everyone and close the gaps in outcome achievement between male and female learners. |
| **Targets** *(SMART)* | | | | | | |
| To improve the pass rate for male learners by 7% | A | 17/10/2017 | Ed wheeler/Jojy Varghese | 20/6/2018 | | To help learners achieve their personal goals of achieving the qualification. |
| | | | | | | |

| 9.16 | | | | | | |
|---|---|---|---|---|---|---|
| **Actions to Reach Targets** | **Cat A or B** | **Date Added** | **Responsible Person** | **Deadline** | **Progress Recorded** | **Intended Outcomes** |

| | | | | | | |
|---|---|---|---|---|---|---|
| Ensure learner background is identified and recorded accurately during IAG and enrolment | B | 19/10/ 2017 | Hetan B | On going to be reviewed on 30/11/20 17 | | To ensure E&D in the provision by making the learning opportunities available for all. |
| | | | | | | |
| To achieve EDIM targets in relation to ESA/IS & learners with mental health issues | B | 19/10/ 2017 | Heatn B/Ed Wheeler | 20/6/201 7 | | To ensure E&D in the provision by making the learning opportunities available for all. |