

ANNUAL REPORT

AUG 2017- JUL 2018



Adult Training Network (a company limited by guarantee)

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Charity number	1093609
Company registration number	04286151
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Structure governance and management

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 42866151. The Head Office is at Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, UB1 3EJ.

The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at <http://www.adult-training.org.uk>. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

Objectives and activities

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

One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large.

The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community. The main objectives of the educational programmes are to:

- Develop clients' employability skills
- Help to improve students' linguistic competence in English.
- Provide students with basic survival English for everyday life in UK.
- Provide students with basic English for access to other College courses.
- Equip students to progress to the next level of ESOL provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.

- Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
- Support learners to acquire career management skills such as job search techniques, interview skills, CV writing, confidence building, improving self-esteem and to enable them to successfully compete for and acquire sustainable jobs.
- Support learners with their well-being and mental health by conducting programmes in pain management, yoga, gardening and music.

Staffing

In the period September 2017 – August 2018, ATN Southall employed a total of 22 staff members who served various programmes funded by RUTC, NCS, Manley Summers, Big Lottery funding & Learndirect. It included the Director, Centre Manager, one full time administrator, one part time administrator, one lead Quality Assurer, an Outreach Officer, five ESOL/Functional Skills tutors, one part time ICT tutor, three Career Advisors to serve NCS project, one full time administrator for Manley Summers project, one Finance Coordinator, one part time cleaner, one full time HR Administrator, one full time Network Engineer, one employment support worker, two gardeners and a cleaner.

In Hillingdon (ATN Hayes) there were a total of five members of staff employed to serve the RUTC, Buckinghamshire County Council, Barking and Dagenham College and NCS programmes. It included one part time administrator, two part time ESOL/Functional Skills tutors, one full time ICT tutor, one NCS advisor and a part time cleaner.

In Letchworth & Stevenage centres there were a total of six members of staff employed to serve learning programmes funded by HAFL. Staffing included: five part time tutors to deliver ESOL and Functional Skills in English programmes and an administrator. ATN also employed one tutor to deliver ESOL programmes funded by Swindon County Council from two community centres in Swindon.

STAFF DEVELOPMENT & TRAINING:

During the year all members of staff completed in total 228 training opportunities (both external qualifications and training courses and internal training workshops) as part of their continuing professional development. A Staff Performance Management Scheme is in place, as part of the staff appraisal process, which is designed to monitor and assess performance, including factors contributing to the overall effective performance of all staff, and to identify and facilitate individual staff training needs and appropriate

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additional qualifications. The qualifications started and/or achieved and training attended in this period were:

<u>CPD Activities</u>	Number of staff attended
Staff training & review of Policies – Sep 2017 (E&D,Safeguarding, H&S, Information security, Code of Conduct, Prevent & British values, OTLA, whistle blowing, fraud prevention, Business Ethics, Quality Charter, etc.)	18
Ofsted readiness Sep 2017	18
Standardisation of Marking – Sep 2017	16
Embedding Equality and diversity in lessons – Oct 17	16
Meeting with Learndirect SCM – Jan 2018	4
Quality monitoring – meeting with RUTC QA Manager – Jan 18	2
Standardisation of marking – March 2018	12
Refresher course on Safeguarding/E&D/Esafety/ British values/Prevent and review of other policies of ATN – May 18	8
Standardisation of Marking – May 18	3
Safeguarding the designated person –May 18	3
NCS BOOTCAMP -Accessing one drive/Sway/learning platform	3
FS Skills EV Spot check feedback – Nov 18	3
FS EV feedback Feb 18	3
ESOL EV feedback - March 18	3
FS EV assessment spotcheck feedback – April 18	3
Moving tutors to Outstanding – 1/10/2018	14
Introduction to carrying out lesson observations and learning walks – Sep 2017	1
Policies of internal verification – Nov 17	1
British values – Nov 17	2
Safeguarding children – Jan 2018	7
Ofsted feedback – Oct 17	8
Prevent – Oct 17	3
Understanding BDC QA requirements - Jan 18	5
Understanding of ATN/Bucks partnership – April 2018	5
NCS monthly meeting with SCMs	8
Introduction to CRM	7
Archiving - NCS	10
Improving Action plans - NCS	12
NCS Compliance audit feedback May 18	6
Induction to assessment	6
Induction to HAFL funding requirements & paperwork	6
Level 4 Level 4 Diploma in Advice and Guidance	4
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	2

Preparing for Matrix annual review	3
Masters in English Language Teaching and Applied Linguistics	3
Total number of CPD activities	228

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2017 ATN undertook an Annual Continuous Improvement Check in the Matrix standard for information, advice and guidance. The Matrix assessor commented that there was clear evidence of how ATN has progressed areas identified for future development at last year's Accreditation Review, as well as new developments such as the National Careers Service contract awarded through Prospects, and a number of staff now working on Level 4 Careers Advice qualification. Further possibilities for development were identified during the discussion with the assessor. There was sufficient evidence for a decision of the Matrix standard being maintained by the Matrix Assessor.

ATN has been servicing a Prospects contract on behalf of the National Careers Service since July 2017. This contract is recognition for work that was already being done by ATN. Although targets are challenging, ATN is engaging with local community groups, employers for staff not qualified to Level 2, with some positive results so far. ATN has also gained new contracts with Swindon Borough Council and Buckinghamshire County Council, and is working towards gaining others. The comment made was that work is now made up of more small contracts, rather than few larger ones, which results in a heavier administration workload to fulfil different requirements." ATN will next be due for Matrix re-accreditation in October 2019.

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds) and Edexcel for various qualifications including Functional Skills in English and Maths and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2, Business Administration, ICT, etc. These include options for both paper-based and on-line testing. ATN is accredited to offer the following portfolio of qualifications:-

- Business Administration Advanced Apprenticeship (Level 3) - England
- Business Administration Intermediate Apprenticeship (Level 2) - England
- Intermediate Apprenticeship in Customer Service (Level 2) (England)
- Advanced Apprenticeship in Customer Service (Level 3) (England)
- Level 2 Diploma in Business Administration
- Level 3 Diploma in Business Administration
- Diploma in Business Administration (Unit Route)
- ITQ Certificate for IT users (Level 2) - UNIT ROUTE
- ESOL Skills for Life full-mode qualifications
- ESOL Skills for Life full-mode qualifications (top up)
- ESOL Skills for Life single-mode qualifications
- Entry Level 3 Award and Certificate for IT Users (Start IT - iTQ)
- ITQ Certificate for IT users (Level 1) - UNIT ROUTE
- ITQ Level 3 for IT users
- ITQ Level 2 for IT users
- ITQ Level 1 for IT users
- Functional Skills English
- Functional Skills Mathematics
- Functional Skills Information and Communication Technology (ICT)
- Education and Training (Level 4)

ACTIVITIES AUGUST 2017 – JULY 2018

In the year 2017 – 2018 ATN offered a variety of projects and courses from various locations across England, for a range of funders and prime contractors.

Richmond upon Thames College (RUTC)

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

In 2017-18 there were 534 enrolments on adult learning programmes. A significant majority of these enrolments were on Functional Skills in English & Maths qualifications (70%), highlighting how ATN has responded to the needs of a diverse local community. 36% of enrolments (194 out of 534) were on Functional Skills in Maths and 34% (182 out of 534) on Functional Skills in English. Outcomes for these learners are outstanding and significantly above National Rates. Functional Skills in Maths had the highest pass rate of 99% and Functional Skills in English had

97% of pass rate. Achievement rate for both these qualifications were 95%. ITQ qualifications also had a high pass and achievement rate of 94%. However there is also a decline in pass rate of -6% from previous years 100% for ICT qualifications. In 2017/18 achievement rate increased to 94% for ITQ qualifications, which marks a rise of 9% from year's 85%. In 2015/16 achievement rate was 97% for ICT qualifications. ATN achieved 99% of retention rate for ITQ qualifications which is a 6% rise compared to the previous year's 93%. These qualifications had excellent retention rate of 100% in 15/16. Although ESOL qualifications had 100% of retention rate these qualifications had lowest pass and achievement rate of 84%. 2016/17 had much higher pass (98%) and achievement rates (90%) for ESOL qualifications.

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

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

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

There are clear progression routes and learners' post-ATN outcomes are wide ranging. Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations. Audits and lesson observation reports identify that all learning programmes embedded employability skills development and learners were provided with very good career advice with the focus on developing transferrable skills. However, 12% of

learners do not feel that they are equipped to go into a job situation once the course is completed. 60% responded positively to the question, "Do you feel that you are equipped to go into a job situation once the course is completed?"

"1 of the 2 learners was interviewed who was very happy on the programme and was looking forward to move on to the next level." (ESOL EV report March 2018)

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

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

The following strengths and areas for improvement were identified for this provision:

Strengths

- Sustained improvement in achievement rates for majority of courses
- The quality of teaching and learning is good and improving in the majority of curriculum areas.
- 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.
- Outstanding outcomes for learners on Functional Skills in English and Maths learning programmes at various levels.

Areas for improvement

- Improve pass & achievement rate of learners on ESOL programmes.
- Improve learner progression into employment through effective management of learners' employability skills and by creating opportunities for employment.

- Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing.
- To improve quality of teaching, learning and assessment by helping at least 25% of tutors to achieve outstanding grade in OTLA.

Partnership with HAFL

There have been a total of 216 enrolments in 2017/18. Learners were enrolled for regulated and non-regulated learning programmes in ESOL, Functional Skills in English, Gardening, Mental Health and Wellbeing highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life as appropriate for their individual needs and complete formal qualifications throughout the course. Majority of learners make good progress on these qualifications.

Retention rate is good at 93%. In 2017/18 ATN achieved a better pass rate of 88% which is +1% higher than the previous academic year 2016/17. Achievement rate also increased by +1% and attained 81%. Community learning programmes had the highest pass rate of 100% compared to regulated learning programmes in ESOL (84%) and Functional Skills (78%). Similar to the previous year, Functional Skills in English qualifications have the lowest pass (78%) and achievement rate (72%). However, this is approximately 40% increase from the previous academic year. In 2016/17 Functional Skills in English had a pass rate and achievement rate of 33%. Functional Skills in English qualifications remain challenging due to the nature and fewer GLH in comparison with ESOL. Addressing the tutor & learner feedback from the previous year, in 2017/18 more GLH were provided for Functional Skills qualifications and this resulted in higher results compared to last academic year.

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. Good rates of positive progression. ATN's progression record indicates that most learners (75%) had positive progression. However, this is -5% compared to 2016/17. Although 8% obtained employment in the previous academic year in 2017/18, this has decreased by 2% and reached 6%. Therefore, there exists a need to establish extensive employer network to ensure not only educational achievement but also good levels of progression into sustainable work destinations. 54% of learners were able to progress to higher level courses, which are planned with clear progression routes from Entry Level 1 to higher levels. ATN

inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects.

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, so 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. The predominant ethnic groups with more than 15 learner enrolments were: Any other ethnic group (36), Any other Mixed / multiple ethnic background (24), Chinese (18), Any other white background (59), Indian (18) and Pakistani (29). Out of these major ethnic groups learners from Any other Mixed / multiple ethnic background attained highest pass rate (95%) in 2017/18. Learners from Chinese and Indian background achieved the next highest pass rate of 88%. There is +17% increases in the pass rate of male learners. ATN achieved 84% of pass rate for male learners in contrast to previous year's 67% and narrowed the gap between the gender groups. However, female learner's pass rate dropped by 2% from last year's 87% and reached 85% in 2017/18. In terms of teaching, learning and assessment our courses, materials and quality assurance procedure all reflect commitment to the principles of equality and diversity. In 2017/18 all members of staff attended E&D training and its impact was reflected in every lesson observed. Unlike the previous academic year in 2017/18 all lesson observations identified effective embedding of equality and diversity.

100% of lesson observations were graded 'good', which reflects the good quality of teaching and learning that is undertaken at ATN. In the previous year 80% received 'good' and 25% required 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. This is consistent with other lesson observations carried out for various other projects undertaken by ATN including learning programmes for Richmond Upon Thames College, Barking and Dagenham College, Swindon council, Buckinghamshire council etc. Live assessment observations carried out by the prime (9/7/2018) and awarding bodies (8/2/2018 & 8/3/2018) also underline the high standards of teaching learning and assessment. "2 learners were observed undertaking the Entry 1 Speaking and Listening activity 2 & 3;... a

good Centre with a team of experts who collectively work together to support a good standard of teaching and learning.” (ESOL EV report 8/3/2018) Good lesson observation grades achieved by tutors reflect the achievement of improved pass rate of 88%.

Key Strengths

- 40% increase in the pass rate for Functional Skills qualifications.
- 100% of lesson observations were graded ‘good’, which reflects the good quality of teaching and learning that is undertaken at ATN.
- Improved overall pass and achievement rates for Basic Skills Qualifications.
- 17% increases in the pass rate of male learners.

Key Areas for Improvement

- Improve target setting by ensuring SMART targets for LPs, ILPs, SOW.
- Ensure implementation of differentiation strategies are effective in all the lessons.
- Feedback synopsis identifies that more than 40 % of learners did not take part in the end course survey or used an incorrect questionnaire.
- Administration of exit feedback requires improvement.
- Improve attendance rates of learners.

Big Lottery Fund – Launch Pad Extra Programme

ATN continued to deliver Big Lottery funding under the Reaching Communities Programme in 2017/18 and the project ended in July 2018. This was a 3 year project with the objective of working with partner organisations in West London Boroughs to support customers with a range of activities to reduce isolation, build skills and employment route ways, to alleviate long term health limiting conditions and to conduct life coaching workshops. Launch Pad Extra ran in various boroughs such as Ealing, Hillingdon, Hammersmith & Fulham and Hounslow. The clients who benefited from the programme were from various ethnic backgrounds, i.e. Somalian, Chinese, Indian, Arab, Afghani, Pakistani, Bangladeshi, Sri Lankan, Iranian, Caribbean and African.

ATN have over achieved most of our targets during the three years with 73 enrolled in Year 1, 65 in Year 2 and 80 in Year 3 (target being 60 in Year 1, 60 in Year 2 and 40 in Year 3). In Year 3 (2017/18) ATN enrolled 64 clients by June 2018. The last enrolment took place on 2nd July 2018 at ATN Southall with 16 participants from London Borough of Ealing. Hence, we managed to enrol 100% more clients than the target of 40 for Year 3.

ATN had a high level of support from its counterparts, Sunrise Tamil Community Centre and Mael Gael Group, in referring appropriate participants. Unfortunately we were unable to continue our partnership with Midaye Group this year as they were unable to deliver mainly due to additional work they

were undertaking following the Grenfell tragedy. Although, we have been able to secure a new partner Women Voice based in the Borough of Westminster. All of their participants were from the Borough of Hammersmith & Fulham.

The project has enabled all our participants, 218 by end of project, from different backgrounds, beliefs and ethnicities to work towards a common goal. We have held celebrations at Christmas, Eid, Poongi and Diwali where every participant, irrelevant of their religion and ethnicity, participated and shared the significance of their festival with others. Participants shared their cultural music, dance and food with others.

The intergenerational activity has been a great success Year 3 with 22 clients in Year 3. Participants were from three different generations. In Year 3, 25 participants have taken an active role in their community. This includes participants' children's schools, church, mosque and various charity organisations. Some of them continued volunteering and others were able to secure paid employment within the same community organisations.

100% (218) of participants indicated feeling less lonely and isolated at the end of course reviews in Year 3. In Year 3, 87% (69) of participants confirmed that they were able to cope with their physical health difficulties at the end of course reviews. In Year 3 the last group of 16 did not get the opportunity of attending voluntary work placement due to summer holidays. However, out of 64 participants 55 attended voluntary work placements of their interest as well as matching their skills and potential. 18 participants secured jobs and 3 could not attend placements due to health issues and childcare issues as one of the participant had a 18 month old baby and her husband had gotten into full-time work and the family had gone off benefits.

Swindon Borough Council

During the year new partnership agreements were established between ATN and Swindon Borough Council for Adult Community Learning. This project was delivered in Swindon's priority areas such as Buckhurst Community centre and Broad Green Community centre in line with the Adult Community Learning Plan 2017-20. The principal purpose of the provision is to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning. It also enabled more tailored programmes of learning to be made available, which did not need to include a qualification, to help those furthest from learning or the workplace.

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. Internal course audits identify that majority of learners achieved all ILP targets set for them. This is also evidenced in OTLA reports. "All learners took part in various activities well and achieved most of the objectives of the lesson." (OTLA report 14/2/2018) ESOL qualifications awarding body, C&G, also identifies that learners development needs are matched against the requirements of the qualification(s) and an agreed individual assessment plan established. The Centre has their own internal IA devised and also use the Skills for Life Diagnostic assessments for all ESOL learners. (ESOL EV report, 8/3/2018)

Similar to the other centres of ATN, the teaching profile remained good and was improving. Overall there was just 1 teacher in scope in 17/18 and received 'good' observation grades. "A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning." (ESOL EV report 8/3/2018). Sessions formally and informally observed noted innovative use of good use of differentiation strategies and resources and effective embedding of Maths and ICT. Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. High pass rate (97%) achieved and timely achievement is 91% against the target of 75%.

The high standards of teaching, learning and assessment are key to the success of the organisation. Therefore, staff are valued and challenged. Graded lesson observation was carried out by ATN's quality team and OTLA reports evidence that 100% of observed sessions were graded 'Good' which reflects the quality of teaching and learning that is undertaken at ATN. High levels of achievement and progress made by most learners relative to their starting points and learning goals. ATN has exceeded the pass rate (97%) and is +2% higher than the overall pass rate of the prime.

However ATN needs to further improve achievement rate (91%). This is -1% less than the prime's overall achievement rate and -4 below the target of 95%. In addition retention rate needs to improve too. Current retention rate is 94%, -3 below the target.

Buckinghamshire Adult Learning

Outstanding pass rate (100%) for all the qualifications delivered. This significant and sustained achievement has resulted from an improved cultural dialogue, which places ATN's primary focus on teaching, learning and assessment. 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 improving outcomes of all groups of learners.

100% learners felt safe and respected on their course. (Learner satisfaction survey result July 2018). "Classroom was arranged effectively to include learners from diverse background. All the learners are aware of key concepts relating to equality and diversity such as the need to respect each other's culture, religion, race, colour, etc. In the lesson observed tutor could have explored further to embed E&D. For example, one learner commented festivals make them happy and tutor could have used this opportunity to embed British values & E&D by commenting on festivals in the UK and other countries." (OTLA report, 13/6/18) ATN is committed to providing a positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance. ATN always aims to promote best practice in the advancement of equal opportunities and carry out its functions in such a way as to eliminate unlawful discrimination, promote equality, embrace diversity and tackle any persistent and long-standing issues of disadvantage. All staff attended Equality & Diversity, British Values, Prevent, and Safeguarding training during 2017/18. Similar to the lesson observations conducted for other funded programmes, 100% of OTLA's identified good promotion of equality and diversity. However, some observation reports identify missed opportunities to promote British values.

The Teaching profile across the centres remains good and is improving. Overall there were 2 teachers in scope in 17/18 and 100% received observation grades citing them as good, which is consistent across the other centres and staff working on other funded provisions. Tutors set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks. In both the OTLA's observers noted innovative use of differentiation strategies and resources as well as achievement of lesson objectives by most learners.

There have been a total of 25 enrolments in 2017/18. All learners were enrolled for either Functional Skills in Maths or ESOL highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life including English and Maths- as appropriate for their individual needs- and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications. Functional Skills in Maths qualifications accounted for 64% of adult enrolments and 36% of learners were enrolled on ESOL Speaking and Listening qualifications. 23 learners have gained full qualifications and this translates into a pass rate of 100%. Retention rate is good at 92% and overall achievement rate is also 92%. Functional Skills in Maths qualification has outstanding pass and achievement rate of 100% compared to ESOL which has a pass rate of 100% and achievement rate of 78%. Low achievement rate for ESOL qualification is due to the low numbers retained for this qualification. Retention rate for Functional Skills in Maths was 100% whereas for ESOL this was 78%.

Although 65 % of learners are optimistic about getting jobs once their course is completed, 13% of learners believe that they are not equipped to go into a job situation once the course is completed. A further 22% were not sure whether the courses will enable them to obtain employment. During 2017-18 ATN established partnership with more than 50 local employers. Job search support is provided to students and an NCS adviser is available to offer 1:1 career support. However, the good services offered by ATN have not had any immediate positive impact on learners to gain employment. Currently employment rate is 4% which is consistent with other funded provision where employment rate had been less than 6%. This underlines importance of establishing stronger relationship with more employers that will facilitate learners to gain work skills and employment opportunities. Overall retention rate was 92% which resulted from less than satisfactory retention rate for ESOL learning programmes which was 78%. The other learning programme, Functional Skills in Maths had 100% retention rate. Overall achievement rate was 92% which resulted from the 78% of achievement rate for ESOL learning programmes due to 12% of withdrawal rate. Functional Skills in Maths had 100% achievement rate.

Barking and Dagenham College

In 2017/18 ATN continued its partnership with Barking and Dagenham College for AEB. There have been a total of 120 enrolments in 2017/18. All learners were enrolled for either Functional Skills in English or Maths highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life including English and Maths- as appropriate for their individual needs- and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications. Functional skills in English qualifications accounted for 43% of adult enrolments and 57% of learners were enrolled on Functional skills in Maths qualifications. 105 learners have gained full qualifications and this translates into a pass rate of 94%. Retention rate is good at 94% and overall achievement rate is 88%. Functional Skills in Maths qualification has higher pass rate (95%) compared to Functional Skills in English, which has a pass rate of 92%. There is -3% difference in achievement rate between the 2 learning programmes, Functional Skills in English & Maths. The achievement rate for Functional Skills in English is 87% and is 90% for Functional Skills in Maths.

ATN is based in the heart of a diverse community in Ealing and continues to recruit learners from a wide range of ethnic groups, the vast majority of whom achieve and make good progress. The four most significant cohorts are Asian (49%), African (26%), White (20%) & Arab (3%). Outcomes are good for all the 4 groups and are in line with or above national rates. White learners have the highest pass rate (96%) whereas African learners had 84% of pass rate. Outcomes for learners with disability are outstanding. There were just 3 learners with declared disability and 100% achieved their full qualifications and have progressed to higher level qualifications. Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is

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

Pass rate for male learners requires improvement. During 17/18 pass rate for female learners was higher than male learners. Female learners achieved 93% whereas achievement for male learners is 79%. Although 68 % of learners are optimistic about getting jobs once their course is completed, 16% of learners believe that they are not equipped to go into a job situation once the course is completed. A further 15% were not sure whether the courses will enable them to obtain employment. During their time at ATN the majority of learners become self-confident, self-assured individuals. This is evidenced through the high rates of internal progression as well as other positive progression gained by ATN leavers. Internal progression rates are good. Nearly 75% of learners now progress internally. Learners are well prepared for progression opportunities through specific tutorials and the skills they develop on their learning programmes. Last year 75% of learners (whose progression is known) progressed to a higher level of study within ATN. 3% is in education with another provider. Overall positive progress is 81%.

ESFA Direct Delivery

In 2017/18 ATN was successful in obtaining direct funding from ESFA. 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 in English – Pass rate 89.8% Achievement rate 80.6%; Functional Skills in Mathematics – Pass rate 88.2% Achievement rate 85.7%.

In 2017/18 there were 142 enrolments on adult learning programmes, 9 (6.3%) ESOL Speaking and Listening, 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 in English the Pass rate for Level 2 was 78.3% against an average for all other Functional Skills in English Courses of 95.3% and the Pass rate for Functional Skills in 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 passed 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?"

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.

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 in 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 in 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.

ESF Career Progression for Low Skilled and Low Paid Parents and Other Workers

This project was funded by Manley Summers to support employed workers, particularly parents and lone parents in low paid and/or unstable employment to increase their wage and gain more stable forms of regular employment that lift them out of poverty.

- During the project in 2017/18 ATN tailored individual support package to each participant, which included mentoring and/or face to face coaching to employees through the Personal Adviser. The support package addressed each participant's assessed needs and included focusing on increasing skills levels and working with employers to determine different progression opportunities, or providing Personal Adviser support to build confidence and motivation.
- Initial assessment addressed the participant's current situation, i.e. housing, work history and 'Better off Calculations' and helped to understand why the participant had remained in low-paid employment.
- A range of personalised progression outcomes were agreed with wage progression always the primary goal. An individual progression plan mapping out how to achieve the progression was agreed with the participants.

In 2017/18 there were 31 enrolments on accredited learning programmes with 74% achievement rate. 14 (45%) Functional Skills in English, 14 (45%) ITQ, 1 (3%), 2 (6.45) Business Administration Level 3. 23 learners have achieved their qualifications. There were 220 learners enrolled on non-accredited learning and 169 learners achieved (77%). 14% of learners achieved progression (progression into increased wage or gaining a full time job from part time leading to more stable form of regular employment).

Skills Support for Unemployed, London Skills Health & Social Care (Learndirect)

This programme was funded by Learndirect to provide Regulated and Non-Regulated training to enable participants to gain employment, particularly within the Health & Social Care sector. This programme commenced in December 2017 and ended in July 2018. The learning programmes included: Delivering Customer Service (Level 2) & Non-regulated (Preparation for Work as well as Health and Social Care). 51 learners were enrolled on the non-accredited programme and the achievement rate was 86%. There were 19 learners enrolled for Delivering Customer Service Level 2). However, the achievement rate was low at 58% due to poor retention rate.

National Career Service funded by Prospects

ATN started delivery of the NCS contract in West and East London centres in July 2017 and this project is due to end in September 2018. NCS advisors operate from the centres based in Hillingdon, Southall and Leytonstone. ATN specialises in delivery to BAME and host community disadvantaged groups and has developed expertise and experience in supporting those with multiple barriers to move closer to and into the labour market. ATN ensures that it provides every customer with the best information, advice and resources that enable them to upskill themselves that leads to greater joy and satisfaction in their personal and work lives. The NCS service offered through ATN supports individuals to recognise any barriers and overcome their issues to get into employment or achieve progression in the current employment.

ATN has excellent working relationships with Jobcentre Plus offices and regularly holds surgeries in those offices to recruit customers. ATN has identified the potential clients for this programme through effective networking with local communities, Colleges and other training providers as well as voluntary organizations and large employers who want their employees to achieve progression. These organizations include:

- * Bombay Halwa Ltd
- * TRS Ltd
- * IH Foods Ltd
- * Noon products
- * Nepalese community groups in Hayes & Harington
- * Mael Gael
- * Allenby Primary school

- * Featherstone primary school
- * Sunrise community centre
- * Tamil community centre
- * ACDA
- * Waltham Forest College
- * The Pride recruitment agency, etc.

Majority of customers approach ATN to get help with their CVs, to identify ways to return to work, to explore further opportunities for skills development and to get advice and guidance on changing their careers as well as to gain promotion in their current employment.

During the year the contract delivered 1113 CSOs (Customer Satisfaction Outcome 100%), 1011 Career Management Outcomes (91%) and 576 (52%) Job/Learning Outcome.

EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

The Adult Training Network continued to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies. There were 4 External Verifier sampling activities from ESOL, Business Administration and Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths as well as ICT qualifications were verified by City and Guilds in Feb 2018. The ESOL EV visit was undertaken in March 2018. A remote verification was carried out for Business Administration qualification in July 2018.

EV report on Functional Skills in English & Mathematics

The centre was awarded Direct Claim Status for Functional Skills in English and Mathematics following the sampling process carried out by Jabeen Ashiq, the External verifier from City and Guilds, on 08/02/2018. The External Verifier commented as follows:

This was a well-planned and organised visit. The Centre have a robust QA system in place and this was evident throughout the day. "The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members." There were NO action points set. The improvement point on standardisation meeting activities has now been met. The EQA has seen minutes of meetings that took place in May 18 with activities on improving Speaking and Listening observation writing skills by staff members. A quality file was presented to the EQA. This was well organised and had all

necessary documents for verification. CPD records for staff members was excellent and is up to date. This includes; standardisation, embedding of E&D, Safeguarding, E-safety, British Values, Prevent and a review of all other policies of ATN as well as staff readiness on the Ofsted Inspection. 2 learners were observed undertaking the E2 Speaking and Listening activity 1 & 2; (name), & (name). Both passed and were given good feedback with suggestions for improvement by the assessor. The IQA also gave some constructive feedback to the Assessor/Interlocutor and this will be recorded on an observation form that was seen by the EQA. All feedback included areas for progression with suggestions. Both of the learners interviewed were very happy on the programme and are looking forward to moving on to the next level. They were appreciative and happy with the support provided by all staff members, especially their class tutor.

(Learner) - 'I always kept my head down when talking and now that I have gained confidence, I am able to speak in English with the help of my Tutor. She never lets me give up. I am really enjoying my course. I spent 8 years in this country coming from Eritrea and I only knew how to say my name. I am now able to speak and understand English much better.'

(Learner) - 'Like (name of the learner), I used to fear from speaking in English and now that I am more confident I am also speaking in English with my children at home. My tutor helped me because I have been depressed due to the war in my country. I have been here 10 years and I am now more happier.' A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning. IQAs are showing some excellent practice including observation of live assessments in Speaking and Listening. Good feedback to the assessors/tutors has been seen.

EV report on ESOL Qualifications

The centre was recommended for Direct Claim Status for ESOL Speaking and Listening & Full Award qualifications following the sampling process carried out by Ms Jabeen Ashiq, the External verifier from City and Guilds on 8/3/2018.

The External Verifier commented as follows:

This was a good visit; well-planned and organised. The EQA monitoring visit took place at the Stevenage site today as planned with the Centre QA Manager. All information was made readily available for the EQA. All assessments sampled were accurately verified with good, constructive IQA feedback with suggested areas for progression. A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning. feedback is constructive with SMART target setting for assessors to improve their practices.

EV report on ICT qualifications

All learners confirmed that they commenced with 4249-01 Entry 3 and progressed on to Level 1 7574-01 and have completed both courses. The learners confirmed that initial assessment and diagnostics took place prior to starting the courses; they had regular support in the classroom which included reviews; general feedback and 1:1 support. IQA sample plans with an appropriate ratio of sampling in place; standardisation; feedback was provided as evidence. The learner evidence across Entry Level to Level 1 has met the outcomes with sufficient assessment and quality assurance in place. Documentation has been used efficiently to enable a clear audit trail. There is a clear IQA strategy in place which is comprehensive and informative – the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation – no issues identified.

EV report on Business Administration

The centre was recommended for Direct Claim Status for Business Administration qualifications (5528) following the sampling process carried out by Mr Justin O'Connor on 25/7/2018.

The External Verifier commented as follows:

Learner interview took place with (learner name) who provided the EQA with a full update in relation to her course. Learner is very happy with the support she's received from both the tutor and centre staff in general. There is a clear IQA strategy in place which is comprehensive and informative – the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation – no issues identified. There are no issues with registration or certification.

FUTURE DEVELOPMENTS & PRIORITIES

One of the main goals of ATN is to continue to source funding opportunities and strive to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. Building 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 is a high priority at ATN.

The long-term relationship that exists with Richmond upon Thames College will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from Barking and Dagenham College and ESFA. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall. Currently talks are in progress to establish a new partnership with Buckinghamshire County Council for skills for life programmes.