



ADULT TRAINING NETWORK

ANNUAL REPORT

AUG 2022- JUL 2023

Adult Training Network (a company limited by guarantee)

CONTENTS
STRUCTURE GOVERNANCE AND MANAGEMENT 3
OBJECTIVES AND ACTIVITIES 3
STAFFING 4
STAFF DEVELOPMENT & TRAINING 4-5
QUALIFICATION ACCREDITATION 5 -6
ACTIVITIES AUGUST 2022 – JULY 2023
HARROW RICHMOND UXBRIDGE COLLEGES/RICHMOND UPON THAMES COLLEGE 6-19
PARTNERSHIP WITH STEPTOSKILLS 20- 38
PARTNERSHIP WITH MAL (MERTON ADULT LEARNING) 38-56
PARTNERSHIP WITH BUCKS COUNTY COUNCIL 56-67
PARTNERSHIP WITH CAF 67 -68
EQA REPORTS 68
MATRIX ACCREDITATION 69
FUTURE DEVELOPMENTS & PRIORITIES 69

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 4286151. 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.adulttraining.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 August 2022 – July 2023, ATN employed 24 members of staff.

ATN Southall employed a total of 16 staff members, who served various programmes funded by RUTC/HRUC, CAF and MI Solutions. It included the Director, Regional Manager, Strategic Adviser, two part time administrators, one lead Quality Assurer, 6 ESOL/Functional Skills/Maths tutors, one part time ICT tutor to deliver Digital Skills, one part time cleaner, one part-time finance coordinator and a Network Engineer. In Stevenage and Hitchin there were a total of four members of staff employed to serve learning programmes funded by SteptoSkills . Staffing included: two part time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton two part time Digital Skills/English Tutors were employed including an Admin/Outreach Officer and in Slough one part time ESOL/FS English tutor was employed.

STAFF DEVELOPMENT & TRAINING:

During the year five members of staff started and/or completed accredited qualifications as part of their continuing professional development. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment. During 2022-23 we continued to provide support to 24 tutors and members of staff to extend and enrich their skills and to further enhance their professional development. Some of the key CPD activities attended by the staff in this period were as follows:

- Safeguarding
- Prevent
- Standardisation of Marking
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance

- End of course paperwork, updating progress, achievements, satisfaction surveys,(exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end course evaluations
- Diversity and Inclusion
- SMART records of clear challenging group and individual objectives
- Effective Digital Skills delivery
- Pedagogy and Using Digital Skills
- Digital Champion training
- Designated Safeguarding Lead Training Level 3
- Level 5 Diploma in Education and Training
- IAG (Level 2)

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds), Edexcel and Gateway Qualifications 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:-

- ✓ Functional Skills English Entry 1 – Level 2
- ✓ Functional Skills Mathematics
- ✓ 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
- ✓ Education and Training (Level 4)
- ✓ Digital Skills Qualifications

ACTIVITIES AUGUST 22 –JULY 2023

HARROW RICHMOND UXBRIDGE COLLEGES (HRUC)/RICHMOND UPON THAMES COLLEGE (RUTC)

Course name	Total number of learners Enrolled
Functional Skills Maths	120
FS English	30
FS ESOL	80
ESOL (S&L)	52
TOTAL	282

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
Increase in achievement rate to 89% when compared to the previous academic year (21/22) by 3%. This is also consistent with the three year trends	A broader range of extension activities to be organised both internally at ATN and externally in the form of trips to places of interest to extend skills and knowledge.
Learner feedback is extremely positive regarding all aspects of ATN.	Further improve quality of exit IAG provided at the end of the course.
Excellent CPD opportunities for delivery staff.	Learner reflection of their learning requires improvement

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT

Key Strengths	Key Areas for Improvement
Commendable progression into employment at 26% when tracked in Nov 23	Although ATN has a robust QA system in place which has been maintained, there are some further developments that are needed to ensure the consistency in the quality of Assessments and IQA practices

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Examples: Key strengths	
Judgement	Evidence
Good teaching, learning and assessment processes supported by high quality performance monitoring	<p>High standard of teaching, learning and assessment has been key to the success of ATN. There exists a highly effective performance monitoring of learner progress and achievement at ATN using various QA methods such as OTLAs, learning Walks, Quality Checks of tutor folders, formal and informal collection of learner feedback, audits, etc. All OTLAs identify good achievement of learner engagement and learning outcomes.</p> <p>Lesson observations carried out by ATN's quality team and OTLA reports reflect the good quality of teaching and learning that is undertaken at ATN. Some of the major themes that emerged during OTLAs are 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, etc.</p> <p>According to the End course survey 98% of learners have rated that the quality of resources as outstanding or good. Most lessons observed and audits reveal that tutors are actively and effectively</p>

	<p>involved in the process of teaching learning and assessment by:</p> <ul style="list-style-type: none"> • 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. <p>Effective use of differentiation strategies included: graded questions, ALS support, additional materials for stronger learners, peer assessments, group work, etc.</p> <p>"Learners demonstrated good awareness of their lesson targets and made good progress in meeting them. Learners performed tasks with ease and confidence, which shows that they are on track to achieve the targets by the end date. They were engaged throughout the session.</p> <p>The tutor has a strong rapport with the learners and this has helped her to create an excellent classroom atmosphere. The tutor is a strong motivator to the learners. The tutor kept motivating the learners throughout the session irrespective of their ability.</p> <p>Learners were supported effectively. The tutor used questions to elicit accurate spelling and encouraged learners to use strategies to think about the spelling rules." (OTLA 13/3/23).</p> <p>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 learner outcomes are being met.</p>
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	<p>ILPs are completed in a timely manner by tutors and this has been evidenced in the OTLAs conducted in the academic year.</p> <p>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.</p>
<p>Learner feedback is extremely positive regarding all aspects of the teaching learning and assessment process including the learning environment.</p>	<p>Learner feedback processes are creative and well developed. They are carried out on multiple occasions to capture learners' aspirations and views about their programmes and the information captured is used to inform future planning of their learning programmes. Learner views on their own progress are captured well through reviews and various evaluations. Lesson OTLAs and learning walks highlight highly effective verbal feedback provided. Some of the learner views on teaching and learning included the following comments:</p> <p>"This course and the teacher are very good. I understand everything and the atmosphere is really good. I enjoyed this course; I hope the next class will be very good and useful to me."</p> <p>"I come from Bangladesh and I was not good at speaking English. Now I am better at English and it is easier for me to communicate with my teacher. My classmates are very good. I am happy to learn."</p> <p>" I really enjoy the class; the teacher is always very attentive and I would like to continue coming to class to improve my English"</p> <p>"I would like to learn ESOL at Level 1 because my English language needs to improve as well as my confidence. I like this English course; my classmates are</p>

	<p>friendly and my teacher is kind and very helpful, the way they teach is fantastic."</p> <p>98% of learners confirmed that the quality of teaching and learning and the assessment process was either outstanding or good.</p> <p>90% of learners confirmed that the learning environment was either outstanding or good</p>
Highly qualified delivery staff deliver high quality lessons using a variety of resources and techniques.	<p>Quality of education at ATN continues to be very effective. Teachers mostly plan their lessons well, having developed a good understanding of the skills and knowledge their learners need to acquire. SMART lesson objectives are made clear at the commencement of sessions and in one learning walk of the 14/11/22, the observer commented that all learners participated actively in various classroom activities, which were very interesting and appealing to each learner. The tutor used images and actions to elicit vocabulary items in relation to healthy eating.</p> <p>The tutor also focussed on spelling and punctuation by eliciting the spelling of difficult words and appropriate punctuation marks at various stages of the lesson.</p> <p>Most learners provided correct answers and contributed very well to maximise their learning. There was a lot of fun and serious learning blended to the session. The tutor helped the weaker learners through one to one support and graded questions. Most learners appeared to have achieved the lesson objectives. The lesson also enabled learners to refresh what they had learnt in the past.</p>

Examples: Key areas for development	
Judgement	Evidence
To ensure more ALS support to less-abled learners	Tutors and managers are of the opinion that there would be increased rate of achievement outcomes if more ALS support was provided for learners with less abilities.
Learner reflection of their learning requires improvement.	Continue to encourage learners to reflect on teaching learning and assessment and provide feedback on this. Most portfolio audits identify that learner comments on reviews just praise tutors and ATN in general rather than commenting on their learning experience.

OUTCOMES FOR LEARNERS

Examples: Key strengths

Judgement	Evidence
Good outcome rates	

	<p>Female learners had a higher achievement rate of 91% compared to male learners of 88%. However there has been an 11% increase in the % of males achieving in 22/23 when compared with their achievement in the previous year 21/22 which is laudable. Female learners also increased their achievement by 2% to 91% when compared to the previous year of 89%.</p> <p>The number of disabled learners is 80 and this represents 28 % of all learners enrolled and is 7% more than the previous year. The achievement rate of disabled learners at 90% was 2% less than in the previous academic year.</p>
Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations to move into employment and further learning	<p>Learners have a positive attitude to learning, take pride in their achievements and enjoy their learning at ATN. Most learners make progress relative to their prior attainment and potential. Learning opportunities are carefully and effectively planned to suit the needs of adult learners so that they can progress at an appropriate pace from entry level courses to more substantial study at level 1 and 2 which lead to relevant qualifications and progression or into the workplace.</p> <p>Audits and OTLAs identify that learning programmes embed employability skills development and learners were provided with very good career advice with a focus on developing transferable skills. 26% of learners have progressed into P/T, F/T or self-employment.(Nov 23 learner survey). Additionally 91% of learners progressed into further learning at ATN or at another training provider at the end of July 23</p>
Attendance across most subjects and levels is relatively good	<p>Learners and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to good outcome rates. Attendance across most subjects and levels is relatively good at 81%, although it is 5% below the rate last year. Teachers and all ATN staff work hard</p>

	to promote a culture of high attendance. There are attendance related posters displayed in prominent area and ATN's high expectations are reinforced through robust induction programmes. However, ATN will hugely benefit from introducing schemes such as vouchers or internal certificates for high attendance to further improve the rate.
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Examples: Key areas for development	
Judgement	Evidence
Further improve achievement rate by 2%	Currently the achievement rate is 89% and 1% above the national benchmark for ESOL of 88% (21/22 figure). Although 3% above the ATN rate last year, there is room for further improvement by a further 2% to a target figure of 91%.
Support male learners to improve achievement rates to match female rates by offering more one to one support	There is further room for improvement for male learners. Although their achievement rate of 88% was an 11% increase over the previous year, ATN needs to support them to achieve a further 3% to match current female rates.
Support disabled learners to achieve a higher achievement rate of 92%, consistent with the 21/22 rate	The achievement rate of disabled learners at 90% was 2% less than in the previous academic year.
More one to one support is needed to support Black/African learners improve their achievement rate, especially in ESOL	Black/African learners' achievement rates particularly in ESOL (77%) were lower than Asian (80%) and European learners (93%).

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Key strengths

Excellent embedding of Maths and ICT skills within ESOL and FS English.

ATN has given a high priority to embedding Maths, English and ICT in order to improve the employability of the learners. Lesson observations and learner feedback collected on various occasions reveal that most learners in ESOL & functional skills qualifications agreed that the course had helped them to improve Maths skills (e.g. OTLA 29/6/23).

Similarly, most learners have commented that their respective course had helped 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 are well-prepared for the next stage such as further training and employment.

All tutors confirmed that they embed employability into SOWs and lessons on a regular basis. The audits of portfolios and feedback from learners collected during lesson observations identify that lessons help to develop their employability skills through discussions of job interview preparation, improving self-confidence, presentations skills, etc.

In an OTLA of the 29/6/23 the observer commented that all learners are learning Maths to remove their barriers to gain employment. Learners commented that they are confident of gaining jobs in retail especially as the lesson focussed on weights, measures and scales.

Improvement of self-confidence was rated as either outstanding or good by 99% of learners. Also, 99% of learners have rated development of well-being at ATN as outstanding or good.

Also, there is good integration of equality and diversity in all areas of ATN. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. ATN offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps learners to develop an awareness of British values, aspects of citizenship and equality and diversity within society. In the best lessons, teachers successfully developed learners' understanding of diversity and the world in which they live and work.

In an OTLA of the 4/5/23, the observer commented that the classroom was arranged well to include learners from diverse backgrounds. All learners are aware of the key concepts in relation to equality, diversity and respect of each other's religion, culture, race, ethnic background etc.

Excellent promotion of British Values and Safeguarding.

ATN community is made up of people from a wide range of cultures and backgrounds. Staff are very aware of the challenges brought by this diversity and are persistent in promoting fundamental British values of tolerance and respect by setting high standards for behaviour around the centres. As a result, learners feel safe in the centre. A very high proportion learners behave well although a small number of lessons are interrupted by low-level disruption caused by learners using mobile phones or chatting.

Staff and learners' behaviour at ATN is exemplary. They treat their environment, staff and other learners with respect. Learners are safe at ATN and they know what to do should they experience bullying or harassment. Safeguarding is underpinned by systems which are discrete, known and with an understanding of the escalation process in the event of a safeguarding issue. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced. According to exit questionnaire analysis 100% of learners identified that they were safe at ATN during the courses they have undertaken.

All ATN learners have answered the question 'How would you rate safety and respect you have experienced during the course?' Ninety eight percent rated this as good or outstanding. (End course survey analysis, July 2023)

High quality IAG provided to learners

ATN's vision is to 'strive to help our clients to fulfil their potential and forge a successful future'. This is supported by its mission 'to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education'.

ATN has consistently demonstrated a commitment to provision of quality IAG, both to ensure learners embark on the right level of the right course to give them a foothold to progress on from and to support with progression opportunities and with any barriers to achieving them. IAG contributes to outcomes of retention, successful achievement and progression, as well as to improved individual 'soft' skills such as confidence, motivation and employability skills.

According to the end course survey analysis 98% of learners have stated that advice and guidance they received prior to their enrolment was either outstanding or good. Similarly (End course survey analysis, July 2023. 99% of learners have agreed that IAG they received throughout the course was either outstanding or good. (End course survey analysis, July 2023).

Good development of employability skills

Learning provides learners with the knowledge and skills they need to meet regional employment and training priorities. A more robust curriculum planning process has led to curriculum areas offering qualifications that are relevant to meet local skills gaps. In negotiation with tutors and learners' aspiration realistic levels of achievement is set for each learner. ATN continues to inspire learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. As a result, 26% of learners entered into employment in 2022/23. (Survey Nov 23)

Areas for development

Improve range of enrichment activities.

Although there have been opportunities for learners to improve their skills and knowledge by attending various enrichment activities e.g. job fairs, this has been limited. Continue to improve learner development by adding a wider range of learner enrichment activities including visits to libraries, museums, job fairs etc.

Improve employment opportunities for learners further.

Establish further links with local employers and voluntary organizations to ensure learners have ample of opportunities to progress into employment and/or to develop employability skills.

Further improve quality of exit IAG provided at the end of the course.

Progression routes could have been further improved by providing high quality exit IAG. Learner portfolio audit reports evidence the need for further improving quality of exit IAG. Only 1 member of staff has an IAG qualification.

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Key strengths

Constructive and effective staff support for professional development that enabled staff to attend an extensive range of CPD courses and raised standard of delivery of learning programmes.

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

- Level 4 IQA
- Level 5 Education and Training
- Safeguarding
- Prevent
- Equality and Diversity
- Standardisation of assessments
- Effective ILPs and SMART Targets

- Effective maintenance of tutor course folders
- Course Reviews and learner reflection
- Matrix planning
- Cyber Security

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 their sessions more effectively and efficiently.

Effective use of control measures to ensure due diligence and compliance in all of its operational processes.

Leaders have established thorough arrangements to support teachers to improve their teaching. Evaluations of the quality of teaching are based on a broad range of evidence, including frequent QA audits, formal lesson observations, learner feedback, regular formal reviews of learners' progress and predicted attainment and EQA reports. Evaluations lead to targeted support and mentoring as well as informing very effective professional development events. Learners continued to experience high quality teaching and learning and this is reflected in outstanding retention, achievement (89%) and pass rates above national benchmarks e.g. ESOL national achievement rate is 88% (21/22)

EQA report June 23. The centre have a robust QA system in place which has been maintained since there has been staff changes.

Policies are in place that ensures learners 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.

Learners are safe at ATN and they know what to do should they experience bullying or harassment. Safeguarding is underpinned by systems which are discrete, known and effectively experienced by learners. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced. Ninety nine % of learners expressed that they feel safe and respected. (End course survey July 23)

During 2022/23 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.

During 22/23, members of staff attended safeguarding and Workshop to Raise Awareness of Prevent (WRAP) training. Refresher training is regularly provided. This helps staff to recognise early signs of potential risk or harm.

Robust observation procedures monitor how effectively tutors are embedding safeguarding, prevent and British Values, equality and diversity, and e-safety into their course sessions. Observations and Learning walks routinely include questions around these. All staff know how to deal with incidents of bullying and harassment effectively. Learners also share the same sentiments.

Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times

Leaders and managers provide a clear strategic direction for ATN with regular strategic updates. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development. The clarity and openness of communication on the strategic plans and priorities of ATN have had a significantly positive impact on the morale and energy of staff, to the benefit of learners.

Staff across ATN understand and support the leadership team's priorities and aspirations for the organisation and its learners. They are consulted regularly and their voices are listened to in terms of informing in-year progress against priorities but also helping to shape the future strategic plans for the organization.

Key areas for development

Although ATN has a robust QA system in place which has been maintained, there are some further developments that are needed to ensure the consistency in the quality of Assessments and IQA practices. EQA Report of June 23 for ESOL confirmed the following action points:

1. Ensure that assessors mark all assessment papers.
2. Patterns and trends could be more easily identifiable using a tracking system to ensure Assessors understanding of the interpretation of the standards being assessed in all components.

Step2Skills (part of Herts County Council)

Adult Training Network aims to provide high quality education with excellent retention, pass and achievement rates including excellent feedback from learners and positive progression routes.

The accredited courses in ESOL and non-accredited courses in Pre Entry ESOL, Everyday Maths, Employability and Work Skills and Healthy Eating and Well Being were organised and delivered for learners in Stevenage and Hitchin in North Herts by tutors with the support of experienced administrators and senior managers.

There were excellent KPIs in Retention, Achievement and Progression Pathways coupled with high levels of learner satisfaction in an inclusive, safe and conducive learning environment,

The quality of education, behaviours and attitudes, personal development of learners and leadership and management were of a good standard.

ATN is an SME, BAME led Charity that is long established in the communities we currently serve. Our main purpose is to build the skills and confidence of traditionally disadvantaged members of society to support them in gaining qualifications and with their entry into sustainable employment. Additionally, ATN strives to integrate learners into the social and cultural fabric of society at large. ATN's vision is to 'strive to help our clients to fulfil their potential and forge a successful future'. This is supported by its mission 'to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education'. At ATN, 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 provides both non accredited and accredited courses to adults over the age of 18 in Stevenage and Hitchin who comprise a mix of employed and unemployed adult learners from a diverse range of communities including refugee learners from Ukraine. The non-accredited PCDL courses on offer focus on Employability and Work Skills, Pre Entry ESOL, Everyday Maths, Healthy Eating and Well Being whilst the accredited programmes in ESOL are focussed on developing Speaking and Listening, Reading and Writing Skills from Entry 1 to Level 1 to support the integration of learners into the wider fabric of society and to facilitate entry into employment and further learning. In 22/23 there were 182 learning opportunities in total of which 125 were for accredited learning and 57 for non-accredited PCDL.

Summary of Quality Improvement Plan 2022-23

Key areas for improvements	Action taken and impact on learners
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Further improve marketing strategies to improve learner recruitment.	Additional marketing was undertaken in Hitchin via Social Media which had the impact of increasing learner numbers there. Overall however there has been a reduction in learner nos compared to the previous academic year.
Improve pass and achievement rates for accredited learning programmes by 4%.	More focus on achievement by tutors including regular reviews and tracking of progress. This has resulted in an Achievement rate for AEB of 96% a, 3% increase on 21/22. The impact has been to enable learners to progress into further learning and employment including the building and retention of knowledge and skills plus an improvement in confidence. CL programmes also showed a creditable 100% achievement rate again resulting in an enhancement and retention of knowledge and skills
Improve employment opportunities for learners and progression information is captured in a timely fashion.	Course content and SOWs are reflecting a greater focus on CVs writing, Job Search and sectors of the economy, including care work where there are vacancies. Employment rate before course end is 27% and after course end was an additional 4 % which is commendable and is having the necessary impact of a positive progression pathway into work. Additionally, there is some improvement on a more timely input of data on Learner Track.

QUALITY OF EDUCATION

JUDGEMENT GRADE FOR QUALITY OF EDUCATION	Good
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Commentary (around 100 words)

ATN provides a good quality teaching and learning experience for disadvantaged adult learners by creating a conducive and inclusive culture of learning. Learners are encouraged to persevere by tutors to reach their learning goals and are

provided with the necessary skills and knowledge using a range of teaching and motivational strategies.

INTENT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

The accredited courses in ESOL and non-accredited courses in Pre Entry ESOL, Everyday Maths, Employability and Work Skills and Healthy Eating and Well Being have been chosen by the ATN SMT as it aligns with the Step2Skills strategy (2022-2024) which prioritises working with people with barriers to education and employment. These adults could be those who have a disability or learning difficulty, are experiencing mental health issues, who have low basic skills (English, maths and digital skills), are facing complex life challenges, for whom English is a second language, who are digitally disenfranchised, or who had a bad experience at school and lack confidence to engage with learning and development.

The profile of learners attending courses are socially disadvantaged, unemployed or underemployed individuals with a low skills set in English, Maths and Digital Skills many of whom are refugees and asylum seekers. This aligns with the five year strategic plan of ATN which focusses on developing and retaining skills and knowledge for entry into further learning and meaningful employment.

The schemes of work are created to support learners to develop skills for further learning and which are aligned with the requirements of local partners (JCP in Stevenage and Letchworth, local partners and local community organisations).

Marketing was conducted by the Outreach Officer by engaging with potential learners via Social Media, liaison with JCPs in Stevenage and Letchworth and engagement with community groups, schools and nursery provision

The curriculum is planned and sequenced so that learners are able to progress from Entry1 ESOL to Level 2 ESOL traversing the learning journey through E1, E2, E3, L1 and L2.

Initial assessments have the intent of placing learners in courses at the appropriate level

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Develop further networks with employers for employment opportunities including training needs to create bespoke training. Additionally to network with other training providers to support progression pathways for learners who wish to gain more vocational and higher level basic skills such as Maths and Digital Skills.

IMPLEMENTATION –

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Well qualified tutors were employed to provide high quality and effective teaching and learning for the benefit of learners. They have the appropriate subject specific qualifications required to teach the various programmes on offer. Qualifications include MA in Linguistics, PTLLS, Award in Assessing Competence in the Work Environment (Level 3), Diploma in Education and Training (previously DTLLS), AET(Award in Education and Training, TESOL, Masters of Education. Most teachers present information clearly using a variety of resources including OHPs for PowerPoint presentations and worksheets with clear instructions for completion as evidenced in an OTLA of the 22/6/23
In an OTLA of the 22/6/23, Learners praised the tutor and their experience. One learner said, "I didn't know tenses, but now I can understand 70% more".
Tutors use a variety of techniques to embed skills and knowledge by repetition, eliciting information and open questions in most instances (Two Learning Walks of 7/11/22 and OTLAs of the 22/6/23)
Recaps of knowledge and skills at the beginning of sessions and during sessions in many instances support learners in embedding key concepts over the long term as evidenced in LVs and OTLAs (OTLA of the 22/6/23)
The courses are sequenced to ensure that learners build on knowledge achieved and work towards set learning objectives as manifest in Class profiles, SOWs, ILPs (Review of documents by SMT between 13/3/23 – 31/5/23)
RAG rated Learner progress reports are used by tutors to identify strengths and weaknesses of learners to enable them to provide more targeted support (Evidenced by SMT on the 13/3/23)
Learning objectives set at the beginning of sessions align with SOWs as evidenced in most observations.
Learners are actively involved and engaged in various tasks throughout lessons as evidenced in OTLAs, learning walks and discussions with tutors by SMT
Formative feedback was also provided which was evidenced by Quality Assurance team member in June 2023 in an OTLA
Mid and end point assessments are used to embed key concepts which are retained in long term memory and evidenced in assessment sheets during the IQA moderation process.
There are excellent systems in place to ensure high quality tracking and progress reviews of learning through the administration of RAG rating spreadsheet, ILPs and reviews of learning targets (Reviewed by SMT between 13/3/23 and 31.5.23)
Progress and achievement on non-accredited learning programmes were effectively managed through RARPA process. RARPA reports and course folder audits identify numerous good practices. ILPs are well completed and targets are SMART in most instances

There is constructive feedback on the ILPs, SOWs are detailed and additional support provided to learners who re sit exams. (SMT reviews)

High quality teaching and learning as evidenced by OTLAs and learner feedback. Please refer to course feedback on page 23 for Learner Feedback.

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Initial and Diagnostic assessments are used to gauge the starting point of the learners journey to plan delivery which is tailor made for individual learners
(Reviewed by SMT)

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Written feedback to learners to be provided (LW on the 7/11/22 where learner work was marked but no developmental feedback or otherwise provided)

SMART targets to be set by all tutors (OTLA of the 22/6/23)

Weaker learners to be given as much opportunity as stronger learners to participate in class discussions (OTLA 22/6/23)

There needs to be consistency in setting objectives before the start of all sessions. LWs (7/11/22) confirm that objectives were not set in writing in observed sessions, although one group was informed verbally of the objectives.

Open questions to verify evidence of learning is to be encouraged amongst all tutors(LWs)

Embed Digital Skills and Maths in sessions whenever the opportunity arises (LWs and OTLAs)

Need to develop a broader curriculum offer by arranging for extension activities in the form of external visits to museums and places of interest. This will add an additional dimension to the depth of knowledge acquired

IMPACT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained a good quality of provision. Courses are being conducted from Entry Level to Level 1 in ESOL for accredited programmes.
In an OTLA of the 22/6/23, Learners praised the tutor and their experience. One learner said, "I didn't know tenses, but now I can understand 70% more".
ATN continued to achieve outstanding outcome rates in 2022/23. Retention rate has remained consistently high at 100% for CL and 99% for accredited learning. which was also the case in 21/22. In 2020/21 this was 97%.
The programmes have supported learners to develop sequentially through the different levels in ESOL to acquire and retain skills/knowledge and progress into further learning and employment as evidenced in Class Profiles and Initial Assessments, ILPs, tracking sheets, mid and end point assessments, learner surveys and entry into employment during the course (27%) including 4% after course completion.
The high achievement rate of 96% for AEB and 100% PCDL coupled with good quality teaching and learning resulted in a positive learning experience for learners with positive progression pathways into further learning at ATN at the next level
According to end course survey 91% of learners have agreed that the teaching on the course was excellent. (Exit questionnaire synopsis, July 2022).
Tutors have provided additional support and revision sessions which have benefited students to achieve skills and progress into further learning or work.
100% of learners have agreed that support received during the course helped their learning to improve further. (Exit questionnaire synopsis, April 2023)

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

The impact of embedding of Digital Skills and Maths in ESOL in a more coherent manner would result in the acquisition of these skills for use as a platform to develop further skills

BEHAVIOUR AND ATTITUDES

JUDGEMENT GRADE FOR BEHAVIOURS AND ATTITUDES	Good
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Trustees, SMT and staff create a safe, disciplined and positive environment at ATN which impacts positively on the behaviour and attitudes of learners

ATN has created a calm and orderly environment in classrooms, as this is a pre requisite for learners to acquire skills and knowledge.

Learners are highly motivated which manifests in high attainment rates across KPIs. Leaders set clear expectations for behaviour across ATN with a strong focus on attendance and punctuality to minimise disruption. A positive and respectful provider culture in which staff know and care about learners is fostered.

100% of Learners feel safe in class as indicated in a learner survey. There is across ATN an environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.

INTENT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

SMT and staff have the intent of creating a safe disciplined and positive environment in the provision by setting ground rules at induction of expected behaviours and attitudes. The code of conduct incorporated in the learner induction pack sets expectations of good conduct from all learners and employees.
All learners and staff deserve to be treated with respect and dignity regardless of race, religion, ethnic background, gender, sexual preferences, disability, health and / or age
Staff and learners feelings will be valued and respected at all times and users are to refrain from offensive behaviour, using offensive language, smoking, using/ carrying drugs or consuming/carrying alcohol on the premises.
It is an expectation that all users must show mutual respect of each other and all users of the premises, avoid damage to property, leave the centre clean and tidy and avoid causing nuisance or inconvenience to other users of the premises and / or nearby residents
The grievance procedure allows for users to set out any problems and grievances in writing to the manager of the centre
There is a strong focus on attendance and punctuality to minimise disruption and to give learners every opportunity to develop their skills in a calm and tranquil setting.

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

The focus on attendance and punctuality needs to be reinforced amongst tutors and administrators. The negative implications which can filter into work or other areas of life of low attendance rates and lateness, needs to be made clear.

IMPLEMENTATION

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

There is a calm, cohesive and respectful provider culture in which staff care about learners as observed in LWs and OTLAs

Learners take ownership of their learning and revise work at home themselves. (Tutor's comments)

Other learners enhance their Skills by self-study on Duolingo. Additionally they support each other and converse before and after class in English. (One tutor's written comments)

Staff build an excellent rapport with the learners and encourage learners to be diligent and persevere on their learning journey. (comment made by one of the tutors, OTLAs of staff interaction with learners)

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Tutors conduct an induction session at the beginning of each programme and set out expected behaviours and attitudes

Learners are required to sign the Code of Conduct incorporated in the induction pack and subscribe to expected norms of behaviour and conduct.

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

At an OTLA of the 22/6/23 in which the MD was also present, the tutor did not challenge a learner who was late. At a LW of the 7/11/22 a learner was late but was not challenged. There needs to be a more consistent approach to challenging lateness as it causes disruption and stops the flow of a lesson to the detriment of other learners.

IMPACT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

The conducive and calm environment has had a positive impact on learners' motivation and attitude to learning which has resulted in retention rates of 100% for PCDL and 97% for AEB which was above the national ESOL benchmark of 94% for 21/22,

The achievement rate for accredited ESOL was 96% and was a 3% increase over the previous year of 93% and above the national benchmark of 88% for 21/22. Additionally the achievement rate for PCDL was 97%, The above rates are one indicator of the impact that positive attitudes to learning have resulted in.

Employment rate before course end is 27% and after course end was an additional 4 % which is commendable and is having the necessary impact of a positive progression pathway into sustaining work and entry into employment.

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Attendance rates need to be improved as it currently stands at 75% for ESOL, which is 5% less than the previous academic year, which could potentially have an impact on outcomes. There has however not been any impact on the achievement rate which is outstanding at 96% mainly due to due learners being highly motivated and engaging in self study outside the context of the class room.

PERSONAL DEVELOPMENT

JUDGEMENT GRADE FOR PERSONAL DEVELOPMENT	Good
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Commentary (around 100 words)

There is a conducive learning environment in which learners from a diverse range of communities attend sessions. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. Diversity and inclusion in the curriculum helps learners understand the main principles of British values. Teaching, learning and assessment and the wider college environment promote and exemplify the organization's commitment to equality and diversity. Learners have developed personally from the courses at ATN to progress into further learning and work and have internalised the values and norms promoted by staff of citizenship and tolerance. Publicity images, learning materials and displays across ATN are representative of the centre's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. OTLA reports highlight good integration of equality and diversity in lessons.

INTENT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

The range of programmes on offer ensures that personal development and a balanced and rounded curriculum is at the forefront of the offer. Courses in Employability and Work Skills, Everyday Maths, Healthy Eating and Well Being and ESOL offer an excellent opportunity for personal development and growth, acquisition of skills, progression into work and further learning including self-fulfilment and well being.

ATN offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society. (SOWs, Induction Packs and OTLAs) Teaching, learning and assessment and the wider college environment promote and exemplify the organization's commitment to equality and diversity.

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

None

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Staff need to be given a refresher training on the importance of personal development as one of the key benchmarks of training. Additional training sessions to be organised by SMT.

IMPLEMENTATION

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

ATN ensures that learners at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. (SOWs, Q&A of tutors by SMT)

Tutor file audits reveal that all tutors embedded well-being, English, Maths and ICT into their curricula. Through this, learners are well-prepared for the next stage such as further training and employment. Detailed SOWs which cover the objectives, planning for embedding of Maths, IT, E&D, Safeguarding, Online safety, Prevent, H&S also confirm that personal development is one of the central tenets of delivery. (Further evidenced in signed Learner Induction packs, feedback from tutors, OTLAs and course SOWs specifically focussed on employment and health and well being). Tutors also encourage the use of mobile phones when IT is being embedded in the core curriculum.

In another OTLA on the 22/6/23 in which a member of SMT was present it was observed that learners were working cooperatively including being actively involved and engaged in various tasks throughout the lesson

Classrooms arranged to include the learners from diverse backgrounds. All the learners are made aware of the key concepts relating to equality and diversity such as the need to respect each other's culture, religion, race, colour, etc. (OTLA June 23). It is evident that learners have a good deal of respect for each other during OTLAs and observation of learner interaction, feedback from tutors and discussions with learners by senior staff

Robust observation procedures monitor how effectively tutors are embedding safeguarding, prevent and British Values, equality and diversity, and e-safety into their course sessions. Q&A at OTLAs routinely include questions around these. More detailed induction procedures have ensured that most learners know how to raise concerns and feedback from learner surveys consistently reflect that learners feel safe and supported.

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

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AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

All learners need to know how to raise safeguarding concerns and feel safe in doing so. Tutors need to redouble their efforts in generating a safe and inclusive environment in which sensitive issues relating to safeguarding can be discussed in confidence.

IMPACT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

100% of learners have felt ATN as a safe place to learn. (Exit questionnaire synopsis, July 2023)

Learners use the information they receive on career pathways from the provider, including employers, to help them develop challenging and realistic plans for their future careers. This has facilitated ATN to achieve an impressive employment rate of 27% before course end and a further 4% after course end, which is higher than the previous 2 years of 19% before and after course end. Course (Employment stats, SOW in Employability and Work Skills and ESOL programmes and tutor feedback).

Pair and group work supported learners in developing confidence and in how to work constructively in a team (observing learners at OTLAs)

In the same OTLA, involved learners well in the session. One learner said, "I have never spoken English before, I am speaking now."

Learners are provided with the tools to carry through the values relating to E&D after they have left ATN. Additionally they have been provided with the tools to be able to identify and act on Prevent and Safeguarding issues in their daily interactions outside the context of the classroom.

85.5% confirmed that their Personal health and well-being improved after the course (End course survey) thus confirming that the programmes supported learners' understanding of how to keep physically healthy

80% of learners (End course learner survey) confirmed that their Digital skills improved after the course which supports their development of skills for work and further learning

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Staff to provide more careers guidance to learners in collaboration with local training agencies providing IAG support.

LEADERSHIP AND MANAGEMENT

JUDGEMENT GRADE FOR LEADERSHIP AND MANAGEMENT	Good
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Commentary (around 100 words)

Senior Management Team have established a clear strategic direction, which sets out the direction and priorities of the organization and guides curriculum planning. Trustees hold senior leaders to account for all aspects of performance and meet quarterly to review performance including setting out a clear vision for the organisation. All staff are passionate about their commitment to the delivery and place the education, well-being and progression of the learner at the forefront of its ethos. This is reflected in a positive learning experience coupled with sterling feedback provided by learners on their health, well being and attainment.

INTENT

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Leadership have established a clear vision reflected in the five year strategic plan, which sets out the direction and priorities of the organization. Performance management is a standing Agenda item.

ATN's curriculum is designed to develop linguistic competence and the employability skills and well being of all our learners and to offer outstanding progression opportunities. Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment.

Good integration of Equality and diversity in all aspects of ATN's service. The leadership team have facilitated training to enable staff to more actively promote an awareness of equality and diversity within learning sessions

NORMS

(INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

None

IMPLEMENTATION

STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Trustees are proactive in supporting ATN with strategic and other due diligence issues when required at short notice. For example, they consider appeals with regards to complaints and grievances in a considered and timely manner.

Eminently qualified staff enrol on relevant CPD programmes (RARPA, ILPs etc.) on a regular basis to keep up with current trends in education whilst maintaining their skills set to avoid skills fade.

In particular, ATN delivered further professional development throughout 2022/23 to build the knowledge, skills and confidence of staff in constructing and delivering learning activities designed to actively promote British Values. In the last two years, all members of members of staff attended Equality and Diversity training.

Additional training included Assessment procedure and Standardisation of marking, ILPs and RARPA for all teaching staff. This resulted in assessments being marked according to City and Guilds guidelines (IQA's confirmation) and an improvement in the Quality of ILPs, Diagnostic Assessments and Class profiles (evidenced by SMT)

Management have put in place an effective staff induction programme at the start of employment and all staff are provided with frequent update training. 100% of members of staff attended safeguarding training. Refresher training is regularly provided. This helps staff to recognise early signs of potential risk or harm

One member of staff also attended the L2 IAG accredited course to support their expertise in the initial assessment and IAG process.

All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. A majority of tutorial staff have achieved Masters level qualifications such as MA in Applied Linguistics and English Language Teaching, but invariably have also achieved DET, PTLLS and CELTA. Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards

Also all staff attended Safeguarding and keeping Safe Online training which has resulted in a greater understanding of the signs to look out for on Safeguarding issues including the escalation process. The Director also attended Safer recruitment training to ensure that safe recruitment practices were followed to mitigate against safeguarding issues relating to staff

There is an effective escalation process in place on any safeguarding issues. The Lead Safeguarding officer and Deputy are quick to identify and escalate any safeguarding issues so that these are dealt with in a timely manner.

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

None

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

Ensure that the culture of working together as a Team for the benefit of learners is enhanced by more regular staff group meetings to share good practice.

Continue with CPD, peer observations, new developments in the FE Sector which in turn will have a positive impact on learner outcomes.

IMPACT**STRENGTHS AND/ACHIEVEMENTS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)**

According to the end course survey 88% of learners have agreed that the course contributed very much towards their personal goals, work goals or learning goals. (Exit questionnaire synopsis, July 2023)

Well qualified staff who have completed refresher training are able to deliver training which is fit for purpose and pedagogically sound for the benefit of learners

Teachers are able to identify safeguarding issues when they occur and are able to deal with them in a timely manner (e.g. escalation of domestic violence issues in the previous academic year)

All the above training has resulted in a safe learning environment where learners from diverse communities are supported and where mutual self respect is fostered (OTLAs and discussions with staff and learners)

NORMS (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

There are quarterly Trustee Meetings to discuss and set the strategic direction of ATN and to track Performance and sustainability.

SOWs and Lesson Plans are created to reflect the aims and objectives of the curriculum.

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In 22/23, 100% of members of staff attended E&D training.

Also all staff attended Safeguarding and keeping Safe Online training. The Director also attended Safer recruitment training to ensure that safe recruitment practices were followed.

Additional training included Assessment procedure and Standardisation of marking, Tracking of milestones, ILPs and RARPA for all teaching staff.

One member of staff also attended the L2 IAG accredited course to support their expertise in the initial assessment and IAG process.

All the above training has resulted in an effective and safe learning environment where learners from diverse communities are supported and where mutual self respect is fostered.

AREAS FOR IMPROVEMENT (INCLUDE EVIDENCE/EXAMPLES AND IMPACT ON LEARNER)

SMT needs to engage more effectively with the staff at the Stevenage sites to ensure that that lines of communication are more effective and any actions are speedily completed.

There have been occasions when communication could have been more timely especially in relation to the assessment process.

DATA SETS

Retention and Achievement (All courses CL and AEB)

	2020-21	2021-22	2022-23
Starts	146	226	182
Retention	97%	99%	99%
Achievement	96%	93%	96%

Attendance

Attendance	76%	80%	75%

Session Visits

Number of session visits	Session Visit Working toward or not achieved	Learning Walk Visit	Percentage of online visits	% of Teachers visited
2	N/A	0	0	100%

Course Feedback – Learner Evaluation

- [Please find below feedback from the learners who provided feedback in July 2023](#)

88.5% confirmed that their Self Confidence had improved

85.5% confirmed that their Personal health and well- being improved after the course -

100% felt safe in class

88.5% confirmed that the course has contributed to personal, work or learning goals

90% confirmed that Quality of IAG before the course was excellent

91% confirmed that Quality of Teaching on the course was excellent

85% confirmed that the Learning Environment was conducive to picking up skills

91% confirmed that Support during the course was excellent

80% confirmed that their Digital skills improved after the course

83% confirmed that their overall satisfaction was excellent.

Progression Data – Learner Self-Evaluation

27% into employment (combination of existing part time employees and those progressing into employment)

54% into FE

Training carried out by staff (Percentage of staff who have undertaken training)

Title of Training	Number Completing Training
RARPA	2
ILP Training	2
L2 IAG	1
Prevent	5
Safeguarding	5
Equality and Diversity	5
Safer recruitment in Education	1
OTLA	2

MERTON ADULT LEARNING

ATN is an SME, BAME led Charity that is long established in the communities we currently serve. Our main purpose is to build the skills and confidence of traditionally disadvantaged members of the society to support them in gaining qualifications and with their entry into sustainable employment. Additionally, ATN strives to integrate learners into the social and cultural fabric of society at large. ATN's vision is to 'strive to help our clients to fulfil their potential and forge a successful future'. This is supported by its mission 'to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education'. At ATN, 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 provides basic skills courses in Digital Skills (non-accredited), Multiply (Numeracy), Functional Skills English (accredited and non-accredited) to disadvantaged learners 79%/64% (FF/CL) of whom are from deprived wards in Merton.

4 Overall Effectiveness

Grade [Good -2]

Overall Effectiveness key strengths

Provide these as one sentence bullet points and not paragraphs.

- Excellent recruitment and surpassing target rates of learners from deprived wards in Merton the 74% (R11) and 51%(R12) against a target of 35%
- Excellent recruitment rates for in borough learners of 91% (at R11)
- Excellent retention rate of 99% (R11) learning programmes.
- Good overall pass rate of 94% (R11)
- Good overall achievement rate of 90%
- Highly effective Quality assurance system leading to excellent retention, and good pass and achievement rates.
- Good promotion of CPD opportunities provided to staff and tutors including Prevent, Safeguarding, Awarding Body Assessment Processes, Safer Recruitment, Matrix Assessment Policy and Process, IAG qualifications (Level 2) and Cyber Essentials.
- Good progression routes for learners, 91% of whom are progressing into further learning after Term 3.
- Very positive learner feedback on the quality of teaching and learning

4.5 Overall Effectiveness areas for improvement

- Accuracy of inputting data onto Maytas to be maintained by ensuring that a sample of data inputted is cross checked by another data inputter. Timeliness of inputting achievement data on Maytas to be improved by ensuring that staff are aware of the deadline dates for recording info and for adhering to the deadlines.
- Initial assessment process to be made more robust by ensuring that all potential learners are offered one to one IAG to ascertain their needs and that the IAG record is comprehensively filled in. Additionally staff to be offered opportunities for gaining IAG qualifications to supplement their expertise in providing effective IAG by senior staff researching appropriate quals available and disseminating the info to relevant staff. Staff to subsequently undertake the training before the start of the new academic year
- **Overall Effectiveness improvements made in year and impact on the provision**
- Improvement in the accuracy of information inputted onto Maytas

- Improvement in the quality of ILPs and the recording of SMART targets in Terms 2 and Term 3.

5 Quality of Education

Grade [Good -2]

5.5 Intent

Make judgements for key strengths and areas for improvement supported by evidence. Add a maximum of a half page for each.

- ATN's priority is to prepare learners for their life goals such as obtain employment or to support their children with their education, rather than only gaining qualifications. The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities. ATN has developed good relationships with the local JCPs who place learners with us, and they continue to inform us that we listen to their intent.
- ATN is delivering in deprived wards in Mitcham where Merton Council has focussed its priorities on.
- The basic skills qualifications (Functional skills in English, Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by government and echoed by local employers. 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 local and national economic and social contexts.
- ATN's management take pride in our leadership and running of the organisation and are committed to providing learners with top quality learning experience. We continue to improve the quality of teaching, learning and assessment every year and are seeing a high demand for learner places. Staff identify learners' prior knowledge well, using robust systems of assessments to identify, inform and plan adequately challenging targets from person to person

4.2 Implementation

Make judgements for key strengths and areas for improvement supported by evidence. Add a maximum of a half page for each.

Key Strengths

ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. ATN's course offer is targeted towards those learners with below Level 2 skills and offers courses at all Entry levels and at Level 1 and 2. ATN's delivery is almost exclusively in Mitcham which has high levels of learners with low skills and is identified by MAL as a priority for delivery. Courses are being held at Mitcham Library and the South Mitcham Community Centre which are easily accessible by public transport.

ATN has worked closely with The Merton Adult Learning Service, Jobcentre Plus, the Merton Advisory Panel and Merton Home Tutoring, to ensure as many learners as possible have access to the courses on offer.

Eminently qualified teaching and support team continue to provide high quality teaching, learning and assessment. Observations enable a focus on continued development and improvement of teaching and learning. Good learner engagement and stretching of learning is provided by additional difficult tasks which challenge the learners' current capabilities. According to learner feedback collected through surveys, 100% of learners, who have responded, have rated quality of teaching and learning as either outstanding or good. (Learner voice survey, July 2023)

In an of the OTLA of the 13/7/23, the IQA observed that the tutor began the lesson by recapping previous topics covered, this was helpful as it ensures the students have good retention of what they have been taught. The tutor ensured there was retention of what they had been previously taught which is key to ensuring a good standard of achievement overall and embedding of key concepts in learners' long term memory.

Learners are assessed well on entry to ATN to gain a baseline from which their journey will commence, and we consider their prior learning and qualifications to ensure they progress at ATN. Staff evaluate learners' prior knowledge well, using robust systems of assessment to inform and set appropriately challenging targets from learner to learner. This enables students to progress at their own pace in areas that are important for their needs, and provides effective measures to extend lesson plans if needed.

An OTLA report of the 13/7/23 confirmed that there were differentiated writing tasks that allowed the weaker students to be given work that was at their level which aided their development in the subject

Target setting is appropriately challenging to enable learners' success and learning is then tailored to facilitate the meeting of these targets. For example, some of the Digital Skills targets were 'to use Zoom video call function in a job interview setting', 'to search at least 5 local jobs using a job portal such as <https://uk.indeed.com/>', online banking, online shopping, CV writing and local job searching."

An external FS English and Maths C&G EQA report of Dec 22 confirmed that the team work well together to meet the needs of their learners; this has been evident. The Centre however, need to tighten their Assessment and IQA Practices; The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members; the EQA is confident that the Improvements/Action Points set will be achievable by the next EQA Visit.

OTL identifies that there was excellent rapport between learners and tutor and most learners progress within the session. Learners are provided with creative and innovative formative feedback on their progress. Assessment criteria and the structure of assessment are always discussed with learners prior to the assessments. The tutor gave one-to-one support to the learners who found the task difficult. The tutor's relationship with the learners helped him to create a good atmosphere where each learner enjoys what they learn. One learner commented, 'I did not speak English before. I can speak now.' OTLA 13/7/23

Areas for improvement

Improve on Assessment and IQA Processes and ensure that all tutors have a detailed understanding of Internal and external assessment processes. This will be undertaken by additional Standardisation of Marking Training Sessions in 23/24 which include the requirements of C&G

- Relevant staff to ensure the resources are highly effective for the delivery by resolving any technical issues with immediate effect. OTL report identifies that there were occasions when laptops given to learners did not work and this was not resolved at the earliest.
- Learners with additional support needs would have benefitted more from ALS support if teaching assistants or volunteers were recruited to support learners.
- Continue to improve error correction and written feedback given to learners on their work. Portfolio audits identify improvement in error correction and written feedback. However, this could be more effective by encouraging learners to reflect on their errors. Often feedback was limited to phrases praising learner work.
- Use of inspiring, varied & high quality resources at all times requires improvement. Lack of timely technological support to fix technical issues has led to learners not completely satisfied with the resources in Digital Skills learning programmes.

5.3 Impact

Make judgements for key strengths and areas for improvement supported by evidence. Add a maximum of a half page for each.

- Excellent progression routes into further learning with a 91% progression into further learning in Term 3. The target of 62% was surpassed by 29%. This was higher than the last academic year when 73% of learners have either moved into positive progression or shown an intent to join a new learning programme.
- Good cumulative achievement rate of 90%
- Excellent learner feedback and case studies identify the learning programmes are benefitting learners. Please refer to Section 6 (Personal Development) for destination data

Areas for improvement

- Capturing impact of CPD on teaching and learning needs to improve.
- ALS support for learners with various needs requires further improvement

4.4 Formula Funded Adult Skills Provision data

(all data to be taken from final ILR14 submission)

Curriculum Areas	Enrolments	Learner Count	Female	% Female	Male	% Male	BAME	% BAME	60+	% 60+	LLDD	% LLDD
Accounting and Finance												
Child Development and Well Being												
Direct Learning Support												
Foundations for Learning and Life and ICT for Users	39	32	28	72	11	28	25	64	9	23	11	28
Health and Social Care												
ICT for Users												
Languages, Literature and Culture of the British Isles												
Mathematics and Statistics												
Preparation for Work												
Retailing and Wholesaling												
Grand Total												

The number of enrolments for FF provision (FS English – non regulated and accredited and non regulated entry level Digital Skills and Maths) is 50% lower than the previous year as there has been a focus on Community Learning too. Cumulatively (FF and CL) however

there has been a 10% increase in enrolments. Also to note that in the previous academic year there were no CL enrolments.

BAME stats are alluded to in the 3 yr trends in 4.6

5.4 Community Learning Provision data

Curriculum Area	Enrolments	Learner Count	Female	% Female	Male	% Male	BAME	% BAME	60+	% 60+	LLDD	% LLDD
Accounting and Finance												
Child Development and Well Being												
Crafts, Creative Arts and Design												
Foundations for Learning and Life	47	41	34	72	13	28	21	45	6	13	3	6
Health and Social Care												
Horticulture and Forestry												
Hospitality and Catering												
ICT for Users												
ICT Practitioners												
Languages, Literature and Culture of the British Isles												
Nursing and Subjects and Vocations Allied to Medicine												
Performing Arts												
Preparation for Work												
Publishing and Information Services												
Service Enterprises												
Sport, Leisure and Recreation												
Grand Total												

Courses were conducted in non regulated Pre Entry and Entry Level English for the first time in ATN's delivery for MAL and were a positive progression pathway to FF accredited English at E1. Learner nos were 3.8 fold above profile with a significant 45% of learners from BAME communities.

The % of male learners at 28% is the same as FF in 22/23 and is consistent with previous FF percentages. Given that this is the first year for CL, it is not possible to evaluate trends over three years.

The % of over 60s for CL at 13% is 10% lower than for FF and is an area to be addressed. Pls refer to 4.7 in Equality and Diversity for steps to be taken in more effective targeting of over 60s.

LLDD for CL at 6% is low compared to FF (28%) and is an area for improvement which is addressed in 4.7 below

5.5 Three-year trend

	20-21		21-22		22-23	
	FF	CL	FF	CL	FF	CL
Enrolments	41		78	0	39	47
Unique Learners	37		46	0	32	41
Male Learners %	29		26	0	28	28
Over 60's %	29		22	0	23	13
BAME %	78		72	0	64	45
LDD (Declared) %	20		38	0	28	6
Deprived wards %	68		67	0	79	64
Retention %	100		100	0	97	100
Pass %	98		79	0	97	96
Achievement %	98		79	0	95	96

There has been a 58% increase of unique learn in 22/23 compared to 21/22 for all programmes. which is a positive achievement.

The % of male learners has remained fairly consistent across three academic years and was 2% higher in 22/23 than 21/22

The % of learners in deprived wards has increased by 12% for FF in 22/23 when compared to 21/22. It is also very creditable at 64% for CL given that the benchmark is 35% for MAL. The trend over the last three years for all programmes (FF and CL) is above the MAL benchmark of 35%.

The % of over 60s is 1% higher in 22/23 compared to 21/22 for FF although it is lower than 20/21 when the figure was 29%.

The % of BAMEs for FF has fallen by 8% in 22/23 compared to 21/22 although it is still a creditable 64%. There has however been a downward trend of BAMEs for FF over the last three years.

The retention, pass and achievement rates in 22/23 for FF at 97%, 97% and 95% respectively were laudable. There has been a marked improvement of 18% and 16% for pass and achievement rates respectively in 22/23 when compared to 21/22.

5.6 Equality and Diversity

Integration of equality and diversity in all areas of ATN continue to be good. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. 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.

The lessons delivered at ATN embed E&D effectively. Tutors integrate topics such as respect, cultures, equal opportunities at work, etc. Learners have good awareness and understanding of sustaining a classroom where all learners feel positive, safe and respected which maximises learning. Equality and Diversity Impact Measures (EDIMs) are closely monitored by the senior managers. In an OTLA conducted on the 13/7/23 the IQA commented that "The classroom was arranged well to include learners from diverse backgrounds. All learners are aware of the key concepts in relation to equality, and diversity such as respecting everyone's culture, religion, race, colour etc."

The % of BAMEs for FF has fallen by 8% in 22/23 compared to 21/22 although it is still creditable. There has however been a downward trend of BAMEs for FF over the last three years, Steps to be taken to improve the % of BAMEs for CL and FF in 23/24 by increased targeting of BAME groups at community and faith venues and engagement with community leaders plus encouraging BAME learners to cascade course information to their friends and family.

There is a lower % of over 60s by 10% for CL when compared to FF. This will be addressed by encouraging over 60s to attend by focussing marketing and publicity with Age Concern and community groups and venues for the over 60s.

More focus on LLDD engagement is required for CL by contacting Certitude and other organisations which support LLDD adults and promoting our offer for CL.

5.7 Progression and Destination

In Term 1

80% of learners who have achieved their course and personal goals have indicated progression onto further courses and higher level qualifications at E1/2.

Of the 42 learners in Term 3

91% are progressing into Further Learning with ATN in Sept 23

5% into jobs

2% into Further Learning

2% into Volunteering

These are excellent progression routes and surpass the benchmark target of 62%

ATN aims to support learners to achieve their personal goals to move closer to employment. ATN works effectively on progressing those who need support to move into employment.

Once learners progress to Entry 3, they are in a better position to go for jobs as they are prepared well by integrating various elements of CV development, mock interviews, interview skills, dress codes and interview techniques. Similar to ATN provision in West London such as ATNs collaboration with Paddington Trust and the DWP, ATN is developing plans to develop links with employers having now employed an outreach officer.

6 Behaviours and Attitudes (Strengths and Areas for Improvement)

Grade [Good -2]

Make judgements for key strengths and areas for improvement supported by evidence.

Key Strengths

- Standards of learner behaviour are excellent. Tutor feedback and OTLAs conducted in the year confirm that there is a calm learning environment which is conducive for teaching and learning
- ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves as well as other stake holders. ATN has created a conducive learning environment in which learners feel free to share and discuss their ideas and concerns. Tutors encourage their learners to be sympathetic to the needs of other learners regardless of their background. Therefore, the learners respect and support each other.
- The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with students informing us that they liked ATN and that they feel safe and welcome. ATN offers support to learners who have expressed concerns in their personal lives. E.g. Housing, childcare, etc. ATN staff offer advice and guidance and also signpost clients to other specialist agencies in the local borough. Every student is supported appropriately in response to their needs.
- Review of learner behaviour is regularly conducted during the course which helps to ensure that learners maintain high standards of behaviour that promotes and facilitates high quality learning. Most learners have appreciated that their peers at ATN are very supportive and friendly.
- An OTLA of the 13/7/23 confirmed that "The classroom was arranged well to include learners from diverse backgrounds. All learners are aware of the key concepts in relation to equality, and diversity such as respecting everyone's culture, religion, race, colour etc."

Areas for improvement

- The attendance rate fluctuated between 71% and 74% across the three Terms due to issues relating to childcare, health and inclement weather during the Winter period. There is a pressing need to improve the rate to the benchmark of 86% by contacting learners on the day of absence to ascertain reasons for absence and the day for return. Also to encourage learners to adhere to the learning agreement at induction to contact ATN staff when absence is predicted.

7 Personal Development (Strengths and Areas for Improvement)

Grade [Good -2]

Make judgements for key strengths and areas for improvement supported by evidence.

- Good improvement of learner wellbeing and confidence.
- ATN is a very safe environment that fosters mental and physical well-being for all its students.
- Learners' development of English, mathematics and ICT along with employability skills is good and helps their progression and careers

Narrative

ATN has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across various learning programmes. ATN provides a good adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves and fosters personal development and academic progression helping them realise their potential and fulfil their ambitions. Students are confident and self-assured and take pride in their work and many enrol on further learning programmes at ATN. According to course evaluation survey report (July 2023) 84% of learners have rated quality of support and advice received throughout the course as outstanding or good.

English, Maths, ICT and employability skills are effectively embedded in schemes of work as evidenced by course file audits, lesson observation reports and moderation. The Functional Skills in English curriculum embeds not only essential language development in all four skills (reading, writing,

listening and speaking) but also includes regular support with the development of digital skills by using the internet to refer to online dictionaries, language development websites, job search engines and translators. OTLAs and reviews of SOWs confirm how effectively various skills including Numeracy in the Multiply programme, employability skills, English and ICT skills are integrated into lessons.

Students develop employability skills through a good range of opportunities integrated exceptionally well in many programmes. Employability skills, effectively embedded in the learning programmes especially in Functional Skills in English and Digital Skills qualifications through CV workshops, interview practices, Skills identification activities, equip students well for volunteering roles as well as to obtain employment. According to the available data 91% will progress into further learning and 5 % of learners have obtained employment (Learner Survey July 2023). According to learner satisfaction survey (July 2023) 90% of learners have confirmed an improvement in self-confidence. Learners report that they have greater confidence in supporting their children with school work and in their ability to become more involved in their children's' education generally. They also report greater use of information finding from the internet and websites and their improved ability to share this with their family, friends and neighbours. One additional advantage to using Mitcham Library for delivery is that almost all learners have taken out Library Membership and now use the resources available at other times.

Although there has not been a decline in progression to employment, this could have been further improved by providing a high quality exit IAG. Managers, teachers and trustees place high priority on safeguarding, health and safety and the Prevent agenda and how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, harassment and bullying, including through the use of the internet.

There are numerous opportunities for learners to have their voice heard using the surveys, evaluation forms, etc. which are fed back to students demonstrating ATN's commitment to address to students-raised issues and concerns in a timely and effective manner. Safety and respect learners experienced during the course was rated as outstanding by 100% (Satisfaction survey result, July 23).

All ATN Schemes of Work have embedded British Values, Safeguarding, including Prevent, Equality & Diversity and Inclusion. Tutors are encouraged to use newsworthy, naturally occurring, local and national events to identify and to focus attention on these areas. There have been opportunities for learners to improve their communication and numeracy by attending various enrichment activities such as shopping.

Please find below learner comments and key data to substantiate the commentary above.

"I gained a lot of confidence in myself." (Survey - Nov, 2022)

"With the help of the course I have passed my exams for my Security course for work." (Survey - Nov, 2022)

"I did not speak English before. I can speak now (OTLA July 23)

FUNCTION SKILLS ENGLISH ENTRY 1 05/12/23--15/03/23

100% of students have scored either outstanding or good on the advice and guidance received prior to enrolment.

100 % of students have scored either outstanding or good on the quality of teaching received on the course.

60% have scored outstanding on the quality of teaching received on the course.

40% have scored good on the quality of teaching received on the course

80 % have scored either good or outstanding on the rate the support, advice and guidance received throughout the course

Many of the students have found that the teaching was friendly and extremely helpful. Students have mentioned that their self-confidence has improved.

Students have also commented that the advice and guidance was very good

Digital Skills 01/12/23----16/02/23

All of the students have mentioned that the course has helped them tremendously on how to use a computer and enabled them to independently use a computer for everyday tasks. Students have mentioned they are confident in using a computer on everyday tasks such as creating email addresses and sending out emails, which is pivotal to everyday life.

100 % of students scored outstanding on the quality of teaching received on course.

100 % of students have scored either outstanding or good on achievement of personal learning goals

100 % of students have scored either outstanding or good on the quality of support, advice and guidance received throughout the course (75 % of students said it was outstanding, 25 % of students said it was good)

100 % of students have scored either outstanding or good rating the overall course... (75% of students mentioned it was outstanding)

Term 3 Analysis

- 100% of the 20 students who responded found the teaching on the course to be excellent/very good
- Out of 20 Students 95% of students found the tutors feedback to be excellent/very good
- 90% of students found the support they received to be excellent/very good
- 95% of students found the tutors explanation of what they needed to achieve was excellent/very good
- 100% of students thought the enrolment process to be excellent/very good out of the 14 who answered.
- 90% of the 20 students felt their confidence improve
- 92% of students developed better communication/language skills out of the 14 students who responded
- 100% of students received advice regarding their future
- 90% of students were aware of the safeguarding arrangements

Personal Development areas for improvement

- Continue to improve learner development by adding a wide range of learner enrichment activities.
- Establish further links with local employers and voluntary organizations to ensure learners have ample opportunities to progress into employment and/or to develop employability skills.
- Improve tracking of learners progressing into employment and volunteering

8 Effectiveness of Leadership and Management (Strengths and Areas for Improvement)

Grade [Good -2]

Make judgements for key strengths and areas for improvement supported by evidence.

Leaders and managers provide a clear strategic direction for ATN with regular strategic updates at SMT and Trustee Meetings which are held quarterly. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development. The clarity and openness of communication on the strategic plans and priorities of ATN have had a significantly positive impact on the morale and energy of staff, to the benefit of students. Staff across ATN understand and support the leadership team's priorities and aspirations for the organisation and its students. They are consulted regularly and their voices are listened to in terms of informing in-year progress against priorities but also helping to shape the future strategic plans for the organization.

Effective monitoring of learner voice that strengthens high quality education. ATN maintain a robust QA system. Most learners, regardless of their background or course have very clear understanding of their goals and most importantly how to achieve them. Expert advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. Student voice has been used highly effectively to improve teaching and learning, with a focus on growth mind set and support to students.

Areas for improvement identified in data input, eligibility criteria and IAG practice were actioned in a timely manner by senior staff and Trustees of ATN. This has resulted in a greater accuracy in data input, more rigorous checking of eligibility documentation and more effective IAG offered to learners when enrolling on programmes. Also a member of staff has now obtained a level two qualification in IAG to enhance the IAG process.

9 Safeguarding

Make judgements for key strengths and areas for improvement supported by evidence.

Tutors are trained on Safeguarding and Prevent and are aware of how to keep the learners safe and report any concerns. ATN effectively manages safeguarding and prevent. Additional Safeguarding training on Safeguarding in Safer Recruitment, Safer online and in FE to remain current and support tutors and reduce risks for all. Policies are set out to support learners to not be harassed or bullied or other concerns. ATN reinforces safety for tutors and learners/ admin to create an effective/ safe teaching and learning environment. All learners are provided with information on issues relating to Safeguarding at the commencement of courses.

Learner voice confirms that all learners feel safe and there have not been any reported safeguarding issues in the last academic year.

10 Case Studies

Make judgements for key strengths and areas for improvement supported by evidence.

- Supportive and inclusive learning environment to enable learners to build confidence, skills and to mitigate against isolation.
- Gaining new skills in speaking, listening and writing skills in English to progress into further learning and work.

Please find below 3 case studies which support the judgements made above.

- Samantha came to Adult Training Network after her husband attended one of our Digital Skills course's back in Oct 2022. Unfortunately, Sam was involved in an accident and was unable to work for 8 months. Once she started rehab and got her medication sorted, she felt it was time to start studying to open up her opportunities for work in a different field as returning back into the childcare field wasn't an option for her anymore. Sam started our Maths class and then joined our digital skills class as well shortly afterwards. Not only did Sam find the courses helpful in learning new skills she found that having something to get her out of the house, she found this helped her with her depression. Sam has now decided that she would like to become a teacher helping people learn English after seeing what we do and is looking to start teaching courses in the new academic year.

Marion joined Adult Training Network after being referred from the Job centre. Marion struggled with confidence and having never used a computer in her working life, now aged 58, she found that most roles now involved some type of computer work. When she first joined the class, she was very quiet and shy but as the weeks progressed, she became more confident and would speak up in class.

The feedback she has given us is that she has made some great friends from the class and would now like to improve her English writing skills so is booked on to do her entry 2 with ATN.

Natalia is a mum of a 2-year-old boy and has been in the UK from Poland for the past 5 years. Her husband is also from Poland and that has been the main language spoken in their house, however now they have their son Daniel they are hoping to teach him both English and Polish, so she now felt it was the right time to learn English herself. Natalia first joined our Pre-Entry class and has recently finished her Entry 1 and passed her City & Guilds exam. She is now booked onto Entry 2 for September. Again, Natalia has grown in confidence, and you can see a great improvement in her English both spoken and written. Natalia is hoping to get a job once Daniel starts Pre school and she has finished her studies with ATN.

10 OTLA Quality Data

Include summary of your OTLA activity and outcomes.

There were 3 OTLAs conducted in the year.

Key strengths arising from the OTLAs are as follows

- Differentiated practise
- Support for weaker learners
- Good attendance rate in some classes
- Good classroom management
- Inclusive learning environment
- Effective management of equality and diversity. learners are aware of the key concepts in relation to equality, and diversity such as respecting everyone's culture, religion, race, colour etc.

Key areas for improvement are

- SMART aims and objectives at the start of the lessons to be provided to support lesson objectives
- A detailed scheme of work should be provided, and it should link to the lesson plan. Marking also needs to be up to date

Please find below key findings from an OTLA conducted on the 13/7/23

Teaching/Learning

In one of the lessons the ATN IQA Officer commented in an OTLA report of the 13/7/23 that there were differentiated writing tasks that allowed the weaker students to be given work that was on their level and aided their development in the subject. The learners read the text and answered the questions. The tutor also checked their answers using PowerPoint. Learners also found the incorrect capital letters, or lowercase letters that should be a capital. Most of the learners participated in the session. The resources used were PowerPoint and worksheets which were significantly useful, and this helped the overall layout of the lesson. The tutor managed the class very well and gave learners opportunities to ask for help.

Attainment/Achievement

The learners were able to understand the aim of the lesson and complete the tasks to a good standard. It was obvious that they had achieved the learning objectives that were stated at the beginning of the lesson. They were able to actively answer and reply to her questions which shows they understood her teaching well. Some learners also had little issue with completing the tasks which shows that they work hard to achieve their targets.

Strengths

The tutor had a good structure to her lesson and her resources were presented well and good for the learner's capacity. She was confident about what she was teaching, and this was reflected in her learners' achievement during the lesson. She ensured there was the retention of what they had been previously taught which is key to ensuring a good standard of achievement overall.

Areas for Development

The IQA report of the 13/7/23 confirmed that the tutor needed to set SMART aims and objectives at the start of the lessons to aid lesson objectives. It was observed that the tutor should keep the recaps concise to ensure that there was enough time for a new lesson. Not all the learners understood the instructions properly and they sought other learner's help, so it was important the tutor should ensure that each learner understood the instructions given by her. A detailed scheme of work should be provided, and it should link to the lesson plan. Marking also needs to be up to date

Learners' views

All learners seemed to be happy about their learning and the teacher. They praised the tutor and their experience. No complaints or issues were identified. One of the learners said, "Our teacher is helpful and kind, and she explains well".

How well do learners achieve?

Most of the learners are working at the appropriate level and are on track to achieve by the end date.

BUCKINGHAMSHIRE ADULT LEARNING

Summary of Overall Key Strengths and Key Areas for Development

Key strengths	<ul style="list-style-type: none">• The programmes have supported learners to progress well, retain skills and knowledge and progress into further learning and employment Good cumulative achievement rate of 90% which is 2.5% above the rate achieved last year.• Retention rate was excellent at 97% due to the supportive and positive learning environment created by the SMT and tutors which in turn resulted in good achievement rates across all subject areas and progression into employment.• Long term retention of skills is evident in high achievement rates across all subject areas and in the progression routes of learners into employment (27%) and further learning.• Strong partnerships with Bucks Adult Learning, JCP, Slough Refugee Support, Singh Sabha Sports Centre and Slough Borough Council ensure that the provision meets the needs of the community and supports the most disadvantaged learners who are unemployed /underemployed and in many instances refugees/asylum seekers who are suffering from other social barriers of poverty and inadequate housing.
Areas for development	<ul style="list-style-type: none">• The attendance rate of 66% was below the national benchmark of 86% and needs to be addressed as a priority as learners are missing out on building on their skills in a sequential manner.• More resources need to be available and utilised e.g. access to laptops should be made available to enhance language learning whilst developing Digital Skills.• More OTLAs to ensure consistency of delivery across different programme areas and to ensure that tutors are supported in a more hands on manner.

Quality of Education

Intent:

This area is Good because:

- The programmes in ESOL, Functional Skills and Digital Skills in Slough have been chosen by the ATN SMT as the local needs analysis in Slough indicates that learners with low basic skills are finding it challenging to secure employment. Employers, JCPs and Slough Borough Council strategic reports have confirmed that basic skills in English, Maths and Digital Skills are a pre requisite in getting a job.
- The profile of learners attending courses are socially disadvantaged, unemployed or underemployed individuals with a low skills set in English, Maths and Digital Skills many of whom are refugees and asylum seekers which aligns with the five year strategic plan of ATN.
- The schemes of work are created to support learners to develop skills for further learning and which are aligned with the requirements of employers.

Further areas for improvement:

- Develop further networks with employers for employment opportunities and other training providers to support progression pathways for learners who wish to gain more vocational and higher level basic skills.

Quality of Education

Implementation:

This area is Good because:

- Teachers are well qualified and have the appropriate subject specific qualifications required to teach the various programmes on offer. Qualifications include CELTA, PGCE, Diploma in Teaching English (Literacy) in the Lifelong Learning Sector (Level 5), Diploma in Education and Training (Level 5)
- The programmes have supported learners who are primarily at Entry 1 level to acquire and retain skills/knowledge and progress into further learning and employment as evidenced in ILPs, end point assessments, learner surveys and entry into employment (27%) and further learning.
- Teachers present information clearly using a variety of resources including OHPs for PowerPoint presentations and worksheets with clear instructions for completion.
- Key concepts are presented by using a variety of techniques for learners who find the subject matter to be challenging by repetition and one to one support and homework.

- Quizzes and recaps of knowledge and skills at the beginning of sessions support learners in embedding key concepts over the long term.
- SOWs are sequenced to ensure that learners build on knowledge achieved and work towards set learning objectives as manifest in ILPs and awarding body requirements for accredited programmes.
- Learning objectives set at the beginning of sessions align with SOWs as evidenced in observations.
- Learners are actively involved and engaged in various tasks throughout lessons as evidenced in OTLAs and learning walks.
- Formative feedback was also provided and evidenced by SMT in May 2023
- Mid and end point assessments are used to embed key concepts which are retained in long term memory and evidenced in assessment sheets at OTLAs and moderation.

Further areas for improvement:

- There needs to be consistency in delivery across the board for all courses and all subject areas.
- In a course which was observed on the 16/1/23, the observers confirmed that there was a need to plan clear, SMART and level-appropriate learning outcomes including clarity on learning objectives (at each level) by the end of the lesson.
- At low levels, there is a need to present language by eliciting grammar/ vocabulary from learners via pictures, where possible.
- Drill and concept checks were required before eliciting form/ spelling which was to be followed up with controlled and then freer practice.
- Additionally, there is an ongoing need to concept check questions for key grammar points/ vocabulary/ instructions in advance and reflect on how well they work.
- Further, peer observation is to be encouraged to develop the areas for improvement above and to promote good quality teaching and learning

Quality of Education

Impact:

This area is Good because:

- The programmes have supported learners to progress well, retain skills and knowledge and progress into further learning and employment. There was a good cumulative achievement rate of 90% which is 2.5% above the rate achieved last year.
- Mid and End point assessments for accredited courses have been conducted for all accredited programmes and these have confirmed learners outcomes. For non-accredited courses, ILPs with SMART learning objectives and evidenced by learner portfolios confirmed that excellent learning had taken place and skills /knowledge had been gained.
- Quizzes and mock tests conducted regularly confirm that learners have retained knowledge and skills and are ready to progress into further learning and/or employment.
- In the end of course learner survey for all courses, a cumulative 93% of students thought the teaching was excellent/very good
 - 66% of learners rate the advice excellent/very good prior to the commencement of courses
 - 93% of learners rate the assessment procedure as excellent/very good
 - 80% of students found the quality of support, advice and guidance received as excellent/very good throughout the duration of courses
 - 73% of learners found the overall course studied to be excellent/very good

Further areas for improvement:

- Achievement rate can be further improved by 5% to move towards exemplary delivery.
- IAG at the beginning of courses can be further improved so by at least 14% so that there is an appreciable improvement in learner satisfaction.
- The IAG throughout the duration of courses can be further improved to ensure that the learning experience is exemplary.

Behaviours and Attitudes

Intent

- The intent is to create a conducive, calm and orderly environment to ensure that learning takes place.

- There is a clear expectation of learner behaviour and conduct at Induction and during the length of the course.
- There is a focus on attendance and punctuality during lessons
- To ensure that there is a respectful culture in which staff have a compassionate and caring attitude towards learners
- To motivate learners and to engender positive attitudes to learning
- The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses.

Areas for improvement

- To embed Prevent and Safeguarding principles and to engender the trust of learners to discuss any safeguarding issues they may have.
- To establish a RAG rating of learners to identify those who are vulnerable to any Safeguarding issues.

Behaviours and Attitudes

Implementation

- Tutors set clear boundaries of expected behaviours and interaction at induction and during the period of the courses.
- There is a strong emphasis on appropriate behaviour both inside and outside taught sessions which is set by teachers and the SMT which is monitored.
- At induction tutors remind learners of the importance of regular attendance. This is reinforced during the course of the programme.
- Administrators and tutors contact learners who are absent on a regular basis reminding them of the value of regular attendance to build on knowledge sequentially.
- Learners who are late are challenged and reminded on the importance of punctuality

Further areas for improvement

- Authorised absence is to be noted more diligently across all courses.
- Punctuality has not been consistent in all courses as observed in OTLAs and visits by SMT
- The low attendance rate of 66% is a cause for concern and needs to be addressed.

Behaviours and Attitudes

Impact

- There is a conducive learning environment in which learners from a diverse range of communities attend sessions.
- The supportive environment manifests in mutual respect for learners by staff and positive interactions amongst learners. This in turn results in facilitating a calm learning environment which in turn generates positive learning outcomes. Regular monitoring of all the courses by SMT confirm this to be the case.
- Appropriate behaviour by learners, many of whom have experienced significant life difficulties also enables learners to develop personal responsibility and appropriate behaviours towards others. These skills improve their effectiveness in learning and life, and support them to become more employable.
- ATN offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society. Teaching, learning and assessment and the wider college environment promote and exemplify the organization's commitment to equality and diversity. Publicity images, learning materials and displays across ATN are representative of the centre's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. OTLA reports highlight good integration of equality and diversity in lessons.
- The end of course learner survey confirmed that 80% of students rated the safety and respect they received as excellent/very good
- Excellent retention rate of 97% compared to 88% in 21/22 due to learners taking ownership of their learning and the supportive and positive learning environment created by the SMT and tutors
- 86% of learners felt that their wellbeing had improved had improved as a result of attending courses.

Further areas for improvement

- The attendance rate of 66% was below the national benchmark of 86% and needs to be addressed as a priority. This is to be achieved by regularly contacting absent learners to ascertain reasons for

absence and to highlight the need for regular attendance to build on knowledge in a sequenced manner.

- Learners who are late are not challenged sufficiently to ascertain reasons for absence and the impact that lateness has on building skills.

Personal Development

Intent

- ATN offers a diverse and inclusive curriculum and environment that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying.
- Teaching, learning and assessment and the wider college environment have the intent of promoting and exemplifying the organization's commitment to equality and diversity.

Further areas for development

- Cultural events to celebrate cultural diversity in the form of music, food and dance can be organised to further support cultural and religious tolerance.
- Trips to museums and places of cultural significance can be organised to create a more rounded curriculum with greater depth.

Personal Development

Implementation

- Excellent embedding of equality and diversity as evidenced in SOWs and learning walks
- Classrooms arranged effectively to include the learners from the diverse backgrounds.
- All the learners are aware of the key concepts relating to equality and diversity, British values such as the need to respect each other's culture, religion, race, colour, etc. (Induction Packs and SOWs). It is evident that learners have a good deal of respect for each other during learning walks, OTLAs, feedback from tutors and discussions with learners by senior staff.
- Numeracy is embedded in the programmes as evidenced in SOWs

Areas for development

- There is a need to embed Digital Skills in English language courses to enhance skills development in language whilst at the same time

developing basic ICT Skills for learners who have very little or no access to computers

Personal Development

Impact

- This supportive culture enables learners, many of whom have experienced significant life difficulties, to develop personal responsibility and appropriate behaviours towards others. These skills improve their effectiveness in learning and life, and supports students to become more employable.
- It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society
- It is evident that learners have a good deal of respect for each other as evidenced during learning walks, OTLAs, feedback from tutors and discussions with learners by senior staff
- The learners have developed a better understanding of basic numeracy concepts which will support their progression into further learning and additional development of skills.
- In the end course questionnaire, 60% of the students found the improvement of their self-confidence to be excellent/very good
- 80% of students in the end of course survey rated the safety and respect they received as excellent/ very good
- 80% of students found the achievement of their personal goals excellent/very good.
- The course offer has facilitated ATN to achieve an impressive employment rate of 27% after course end.

Areas for improvement

Recaps of Prevent and Safeguarding are to be introduced so that learners retain and consolidate knowledge and feel safe in reporting any safeguarding issues they may have.

Leadership and Management

Intent

- Senior Management Team have established a clear vision reflected in strategic planning, which sets out the direction and priorities of the organization and guides curriculum planning.(Five Year Strategic Plan)
- ATN's focus is on reaching those adults that are underrepresented in education and the statistics for 2021 -22 demonstrate its success in reaching this group
- Meeting ATN's mission, learning programmes are designed in response to need, and are highly effective in supporting underrepresented adults and those without previous formal qualifications.
- The basic skills qualifications Functional skills in English, ESOL and digital Skills offered at ATN is a priority for up-skilling, which has been endorsed by BAL and echoed by local employers. 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 local and national economic and social contexts.
- Similar to previous years ATN's management and staff focussed on liaising with Slough Job centre, Slough Refugee Support, Singh Sabha Sports Centre, Slough Council, libraries, various religious centres such as mosques and gurdwaras and ethnic minority groups to identify potential learner needs and interests
- ATN's curriculum is designed to develop linguistic and digital competence and the employability skills of all our learners and offer robust progression opportunities. Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment.

Areas for improvement

- More research needs to be done to expand the curriculum offer so that learners can progress within ATN

Leadership and Management Implementation

Delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. 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 learners. Some of the key CPD opportunities created for ATN's tutors included:

- Safeguarding
 - Prevent
 - Equality and Diversity
 - Standardisation of Assessment
 - Awarding body assessment requirements
 - Safer recruitment
 - Online safety
 - ILPs
 - Additional training included the City and Guilds Awarding body assessment procedure plus RARPA for teaching staff.
 - Trustees hold senior leaders to account for all aspects of performance and meet quarterly to review performance including setting out a clear vision for the organisation.
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- Good integration of Equality and diversity in all aspects of ATN's service. The leadership team have facilitated training to enable staff to more actively promote an awareness of equality and diversity within learning sessions. In particular, ATN delivered further professional development throughout 2022/23 to build the knowledge, skills and confidence of staff in constructing and delivering learning activities designed to actively promote British Values. In 22/23, 100% of members of staff attended E&D training
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- Management have put in place an effective staff induction programme at the start of employment and all staff are provided with frequent update training. 100% of members of staff attended safeguarding and Prevent training. Refresher training is regularly provided. This helps staff to recognise early signs of potential risk or harm
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- There is an effective escalation process in place on any safeguarding issues. The Lead Safeguarding officer and Deputy are quick to identify and escalate any safeguarding issues

- Proactive leaders ensure that tutors continuously update their knowledge of best practice in curriculum, assessment and resources. This is manifest in regular updates of the staff CPD spreadsheet.

Areas for improvement

- Tracking of learner destinations needs to improve within the two month guideline. 27% of tracked learners entered employment, 10% of tracked learners into further learning and 63% were unknown.
- SMT are to ensure that unknown destinations are recorded more accurately and this is implemented in a timely manner and that there are sufficient staffing resources available to track learner progression.
- Better use of resources is required, e.g. OHPs, laptops to enhance the teaching and learning process.

Leadership and Management

Impact

- Staff who were given training on Assessment Procedure were able to comprehensively conduct Speaking and Listening ESOL exams in line with City and Guilds exam procedures in their entirety.
- According to the end course survey 80% of learners have agreed that the courses contributed very much towards their personal goals, work goals or learning goals.
- Good quality moderation of courses guarantees the quality of courses and ensures that targets are appropriate to individuals and are challenging. An EQA visit from City and Guilds for ESOL on 17th May 2023 confirmed that Direct Claim status was maintained with some action points

Areas for improvement

- The City and Guilds EQA report for ESOL (May2023) confirmed that learners should be further challenged to research when preparing for their exam discussions. Candidates could also be guided to research and plan/talk about how their hobbies promote learning, e.g.

Origami helps with promoting cooperative learning and develop skills in maths.
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QAR Data

	2019/20 (%)	2020/21 (%)	2021/22 (%)	2022/23 (%)
Starts	9	N/A (No programmes due to Covid)	23	30
Retention rate	77.8	N/A	88	97
Pass rate	100	N/A	90.9	93
Achievement rate	77.8	N/A	87	90

Charities Aid Foundation

Individuals

97% (114) of those who participated completed the programme and improved their English and IT skills and developed their confidence. Participants also developed strategies to improve their wellbeing and mental health. 89% (105) of those participating continued onto further accredited learning with ATN, gaining qualifications in ESOL and IT and 21% moved into employment either immediately after the CAF programme or after having completed further accredited learning at ATN. Having used this programme to embark on a learning journey, it is expected that they will continue to access adult education and improve their basic skills, improving their own employment prospects and improving the life chances of their families, for example, with support they can give their children with school work.

Communities

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants' families, and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and

they have encouraged others within their communities to improve their skills and enrol on locally provided courses.

ATN was able to re-establish pre-pandemic levels of staffing hours and, without doubt, the grant funding was a significant factor in ensuring the charity was able to survive the drastic funding reduction that impacted income from our usual sources, and enabled us to continue to offer these important skills improvement and qualification opportunities to our local deprived communities. Without this funding ATN would very probably have suffered an irreversible funding decline. However, this has been avoided and the charity can continue to serve our communities.

EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

The Adult Training Network continued to receive good reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies. There were 3 External Verifier sampling activities in the academic year by City and Guilds External Quality Assurance Assessors in Functional Skills English and Maths, ICT and ESOL. ATN retained Direct Claim Status in all three subject areas.

EQA report on Functional Skills in English & Mathematics

The EQA Assessor confirmed that the centre was organised and sent all records via secure track and trace Royal Mail

Delivery in an orderly manner which covered all the Criterion/Standards for the FS Qualifications. The team work well together to meet the needs of their learners; this has been evident. The centre however need to tighten their Assessment and IQA practices. The centre are a hard working centre and have a good professional working relationship across the satellite sites and staff members

EQA report – ESOL

The City and Guilds EQA confirmed that it was a good remote EQA monitoring visit. The Centre have a robust QA system in place which has been maintained since there have been staff changes; however there are further developments that are needed to ensure that the consistency in the quality of assessment and IQA practices.

EQA Report ICT

There is a clear Assessment & 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 found.

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2022 ATN's accreditation was renewed after an assessment by the Matrix Assessor.

The Matrix Assessor confirmed the Matrix Report that ATN is a company that cares about the learners it supports, and this was evident from talking to both staff and learners. Both accredited and non-accredited courses are run to support learners to increase their skills towards employment, as well as supporting their wellbeing and things they need to know for life in the UK. Staff had a good knowledge of external agencies to signpost to for further support needed, as well as external college and training providers for further educational progression

Learners interviewed by the Matrix assessor brought to life the data recorded in the SARs, with one learner describing how they were 'stuck at home due to Covid with no confidence to get a better job.

"I December 2020 I came to ATN, had an initial assessment at Entry Level 3. I was so happy when I passed Level 1 English and Maths, and now am on Level 2 English. My goal is to complete digital skills course. My confidence turn is 200% with speaking and emails in English. It's great, helped mentally and I was given the confidence to believe in myself."

Other comments included – "The job centre wanted to send me to a nearer course, but I wanted to stay at ATN in spite of a longer journey. They always motivate me. I've learnt so many things."

FUTURE DEVELOPMENTS & PRIORITIES

Ever since its inception ATN has supported its learners to improve their confidence, develop their skills, get into work and become healthier. ATN will 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 Harrow Richmond Uxbridge College and Step2Skills will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with Merton Council. The Director is seeking additional contracts from Trusts and foundations with the support of our consultants Edukit to supplement any shortfall in funding.