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| Provider name: Adult Training Network | | Completed by: Jojy Varghese | |
| <u>Ofsted</u> | <u>RARPA</u> | Assessment | |
| L&M | Stage 1 Aims meeting the needs of learners and communities | Tutors plan effective and inclusive teaching, learning and assessment activities in line with ACL priorities and guidance. Tutors allocate time to record learner progress and reflect on their practice to inform future planning and improvements. | |
| | | Evidence of strength | Areas for improvement |
| | | <p>“Members of staff have been well supported in gaining qualifications in line with their role.” (Matrix Annual review report, Nov 2017)</p> <p>ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. Some of the key CPD opportunities created for ATN's staff included:</p> <ul style="list-style-type: none"> • Information Advice and Guidance (Level 3) • Preparing for RARPA • Ofsted readiness • EV feedback meetings • Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice • Standardisation of marking training • Negotiating Lesson observation grades • Safeguarding vulnerable adults and children • Embedding British Values • Embedding employability skills in lessons • Target setting • Prevent | <p>Increase professional development opportunities for staff working for Swindon project. Compared to members of staff working for other projects in London, tutor in Swindon had fewer opportunities to attend training sessions.</p> |
| L&M | | The learning environment is inclusive, safe and well managed. Learners know how to keep themselves safe and what to do if they feel unsafe | |

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| | | <p>Evidence of strength</p> <p>Safeguarding has been a high priority for ATN. 100% of staff attended safeguarding adults and vulnerable training and management ensured staff understood how to escalate safeguarding issues. Majority of learners identified that they felt safe and respected during the course (sources of evidence: review, learner feedback during OTLA, induction pack, policies of ATN)</p> <p>“No health and safety issues identified. Good accommodation well laid out to enhance learning. Professional and safe learning environment with a good emphasis on H&S. All learners are seen to work with due care to health and safety and are aware of their responsibility to others.” (OTLA report, 14/2/2018)</p> | <p>Areas for improvement</p> <p>Audits identify the need to improve risk assessment process. “Ensure all future risk assessments reflect any specific risks relating to the course, the venue and the current cohort” (course audit 3525). Continue to ensure risk assessment reflect any specific risks relating to the course or the learners.</p> |
| L&M | Stage 1 | <p>Learners receive thorough and impartial careers IAG to enable them to make informed choices about their current learning and future career plans</p> | |
| | | <p>Evidence of strength</p> <p>“ATN ensures that all customers who attend ATN programmes benefit from expert advice and guidance in relation to career development and progression.” (Matrix Annual review report, Nov 2017)</p> <p>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.</p> | <p>Areas for improvement</p> <p>Ensure the quality of careers advice and guidance given to learners is outstanding.</p> <p>ATN West London has an NCS, (National Career Service,) contract for career advice and guidance. During 2017-18 most learners worked closely with the NCS advisers in those centres. However, ATN Swindon could not make use of the expertise of NCS advisers although most learners received good careers advice and guidance from the tutor.</p> |
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| | | Audits identify that 100% of learners received information advice and guidance prior to the start of the learning programme and throughout. In addition, learners were provided with good careers information in the form of tutor embedding employability themes into the lessons. | |
| OTLA | Stage 2 Starting points for learners accurately assessed | Tutors quickly and accurately identify learners' starting point through effective initial assessment that informs ILPs and planning of Teaching Learning and Assessment | |
| | | Evidence of strength | Areas for improvement |
| | | At ATN learners have opportunities to progress to higher level courses, which are planned with clear progression routes from non accredited/Entry level 1 to higher levels. In the beginning of the learning programme based on the information gathered through IAG process, tutors adapt SOWs and lesson plans to accommodate individual differences and individual needs in teaching sessions. For example, SOWs were amended to embed work based themes to help learners to develop employability skills in addition to other topics such as culture, family, booking appointments at surgery or chemists. ILPs are reviewed constantly which enables learners to identify their progress and set further goals. Initial assessments, diagnostic tests and SMART targets in ILPs help learners to easily identify their own development and identify the distance they have travelled from their starting points. (Tutor folder audits, January 2018) | Continue to ensure specific initial assessments take place aligned to the RARPA or accredited provision requirements. "Initial assessment does not clearly record the starting point of learners specific speaking and listening skills and then inform the qualification level the learners are enrolled on. "(March IQA/Quality Support meeting) |
| Internal audit feedback to tutor identifies that 100% of learners undertook initial assessment as well as diagnostic assessments. ILPs and challenging learning targets were prepared in accordance with the result of initial | | | |

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| | | assessments. | |
| OTLA | Stage 3 Challenging learning objectives set and aligned with local priorities | Challenging learning outcomes are agreed with learners that are informed by initial assessment and are tailored to enable all learners to make good progress and prepare for their next steps | |
| | | Evidence of strength | Areas for improvement |
| | | <p>At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN invests heavily in adult Skills for Life and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners.</p> <p>Internal course audits identify that majority of learners achieved all ILP targets set for them. This is also evidenced in OTLA reports. "All learners took part in various activities well and achieved most of the objectives of the lesson." (OTLA report 14/2/2018)</p> <p>ESOL qualifications awarding body, C&G also identifies that learners development needs are matched against the requirements of the qualification(s) and an agreed individual assessment plan established. The Centre have their own internal IA devised and also use the Skills for Life Diagnostic assessments for all ESOL learners. (ESOL EV report, 8/3/2018)</p> | <p>"Not enough learner work to justify the successful attainment of specific learning objectives." (QIP post Ofsted visit, Oct 2017) Ensure evidences of achievement of outcomes are readily available. Continue to use the newly devised ILP template for non accredited programmes.</p> |

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| OTLA | | Teaching methods, resources and assessment methods motivate, inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged | |
| | | Evidence of strength | Areas for improvement |
| | | <p>There are high expectations of learners, who are appropriately challenged by staff to achieve to the best of their potential. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects.</p> <p>GLH are followed accurately and learners are given extra support and time on the course if need arise... There has currently not been any learners with ALS needs; however, if needs are identified, the Centre will adapt and make any necessary adjustments, for example, larger copies of exercises/text. (ESOL EV report, 8/3/18)</p> <p>"As most learners are attending this programme to integrate better into the wider community and to carry out their daily duties more effectively, SOW identifies themes such as shopping, neighbourhood, Community etc." OTLA report(14/2/2018)</p> | <p>Embedding ICT into lessons requires improvement.</p> <p>"Tutor should explore options to integrate technology into lesson." (OTLA report, 14/2/2018)</p> |
| OTLA | | Tutors use appropriate FORMATIVE assessment methods to monitor learners' progress and performance | |

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| | | <p>Evidence of strength</p> | <p>Areas for improvement</p> |
| | | <p>Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning. Feedback on learner progress is thorough and timely. Teachers discuss with learners the progress they have made towards their learning objectives and also support them to know what they need to do for further improvement. Students acknowledge this during lesson observations and feedback. All learners attended at least 1 mock assessment during their course before the summative assessment. ILPs were constantly reviewed and audits identify that majority of learners achieved ILP outcomes and targets.</p> <p>“Regular formative feedback provided enables learners to understand the areas for improvement and achieve the outcomes.” (OTLA report, 14/2/2018)</p> | <p>Internal audits identify need to improve the quality of written feedback to learners. “Feedback to learners is not always clear to identify or read.” (Course 3525 audit, Nov 17)</p> |
| <p>OTLA</p> | <p>Stage 4 Feedback to learners on their progress</p> | <p>Learners receive clear and constructive feedback so that they are aware of their progress and what they have to do to improve their skills, knowledge and understanding to achieve their full potential. Learners receive feedback that motivates and supports self-belief</p> <p>Evidence of strength</p> <p>At ATN learners are not concerned about making mistakes and build on judgements as a result. Effective use of questioning strategies along with strong formative feedback provides clear progress indicators which are reviewed regularly. Many reports identify clear and constructive feedback to learners which inform them of their progress and next steps.</p> <p>“Regular formative feedback provided enables learners to understand the areas for improvement and achieve the outcomes.” (OTLA report, 4/2/18)</p> | <p>Areas for improvement</p> <p>Continue to improve written feedback to learners. ILPs do not provide sufficient evidence of feedback to learners on what they have achieved and what they need to do to improve.(SBC Quality monitoring visit)</p> |

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| | | <p>" 2 learners were observed undertaking the E1 S/L activity 2 & 3; Both passed and were given good feedback with suggestions for improvement by the assessor. The IQA also gave some constructive feedback to the Assessor/Interlocutor and this is recorded on an observation form that was seen by the EQA. All feedback included areas for progression with suggestions/targets of CPD activity." ESOL EV report 8/3/18)</p> | |
| <p>OTLA</p> | <p>Stage 5 End assessment is in place, accurately recorded overall with evidence and certification</p> | <p>Tutors use SUMMATIVE assessment methods that are timely, fair, informative, reliable, accurate and evidenced. Learners are aware of their achievements</p> | |
| | | <p>Evidence of strength</p> | <p>Areas for improvement</p> |
| | | <p>Director, managers and trustees have high expectations and have created a positive learning environment at ATN, which enables staff and learners to excel. ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn improving outcomes of all groups of learners.</p> <p>All assessments sampled were accurately verified with good, constructive IQA feedback with suggested areas for progression. (ESOL EV report 8/3/18)</p> | <p>Continue to improve assessment practices especially for non accredited learning programmes. "Not enough learner work to justify the successful attainment of specific learning objectives" (QIP)</p> |

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| | | ATN achieved 91% of timely achievement rate against the target of 75%. | |
| OTLA | | Teaching, learning and assessment promotes British Values and raises awareness of equality and diversity, tackles discrimination, victimisation, harassment, stereotyping, radicalisation (Prevent) and bullying | |
| | | Evidence of strength | Areas for improvement |
| | | <p>Equality and diversity are promoted through teaching and learning. ATN is highly responsive in its planning to ensure its provision is available to all students. There is proactive and very sound promotion of equality and diversity in the curriculum through a series of themes embedded. For instance, ESOL curriculum raises awareness of the rights and responsibilities of learners to live as equal citizens in community. Learners are encouraged to understand concepts of fairness, dignity, respect and inclusion. Tutors use a range of resources specifically to meet the communication needs of learners with learning difficulties and disabilities. Staff place great emphasis on supporting students to understand information, which is available in a range of formats including text, sign and picture.</p> <p>The organisation 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,</p> | <p>Continue to promote British values and E&D. Further improve safeguarding practices. NIL entries on AT risk register which underlines importance of rigorous monitoring of safeguarding issues. Staff meeting minutes identify recommendations to invite external stakeholders such as Police, councils etc to deliver talks on safeguarding, Preventing extremism, etc. (meeting minute, July 2018)</p> |

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| | | <p>diversity and the professional integrity of the organisation is constantly monitored internally and by external funding partners.</p> <p>100% of lesson observation identified good promotion of E&d, british values. In addition majority of learners have good awareness of Prevent and tackling extremism.</p> | |
| OTLA | | Teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills/behaviours. The relevance of these skills is promoted | |
| | | Evidence of strength | Areas for improvement |
| | | <p>ATN has given a high priority to developing Maths, English and ICT in order to improve the employability of the students. Lesson observation and learner feedback collected on various occasions reveal that most learners agreed that the course had helped them to improve numeracy skills. Similarly most learners have commented that their respective course had helped them to develop employability skills. All SOWs and lesson plans audited reveal that tutor was 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.</p> | <p>In comparison with other centres of ATN, learning programmes based in Swindon had fewer opportunities to use the expertise of employment advisors or National career service.</p> <p>Lesson observation identified need to further improve tutor skills to embed various skills into curriculum especially ICT. "Tutor should explore options to integrate technology into lesson." (OTLA report 8/3/18)</p> |
| OTLA | | Teaching promotes learners' spiritual, moral, social and cultural development | |
| | | Evidence of strength | Areas for improvement |
| | | <p>ATN provides a safe, welcoming and harmonious learning environment for people who come from a diverse range of</p> | <p>Further improve attendance rate of learners. Currently it is 93%, -1% short of the target.</p> |

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| | | <p>backgrounds. ATN has created a positive, safe, secure atmosphere for learning through the promotion of equality and diversity with a widely diverse body of learners in an inclusive learning environment. Staff provide confidential one-to-one advice and support to students seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. ATN maintains effective links with external support agencies, signposting and referring learners as necessary. Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience. The behaviour of students is very good.</p> <p>ATN has created a happy learning environment in which learners feel free to share and discuss their ideas and concerns. 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.</p> | <p>There is a common notion that ATN will hugely benefit from holding focus group discussions and introducing schemes such as vouchers or internal certificates for high achievements to further improve attendance and learner behaviour and well being.</p> |
| <p>L&M</p> | | <p>Effective safeguarding practice in place, including the prevention of radicalisation of learners and compliance with the 'Prevent' duty.</p> | |
| | | <p>Evidence of strength</p> <p>Effective safeguarding practices in place. 100% of staff attended training sessions on Prevent, Safeguarding vulnerable adults & children, British values etc. OTLA reports and AT Risk register identify that there were no safeguarding issues. Staff meetings also identify the great emphasis ATN puts on the above mentioned matters.</p> | <p>Areas for improvement</p> <p>Further improve safeguarding practices. NIL entries on AT risk register which underlines importance of rigorous monitoring of safeguarding issues. Staff meeting minutes identify recommendations to invite external stakeholders such as Police, councils etc to deliver talks on safeguarding, Preventing extremism, etc. (meeting minute, July 2018)</p> |

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| L&M | Stage 6 Learner progression is actively monitored | Learners receive relevant information to inform decisions about their next steps | |
| | | Evidence of strength | Areas for improvement |
| | | <p>At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and /or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN invests heavily in adult Skills for Life and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners.</p> <p>100% of learners were provided with information regarding next steps and were guided to access further education with local providers who can meet their needs and interests. According to the progression report more than 80% of learners progressed to the next level within ATN.</p> | <p>Although tutors provide good information and guidance about next steps as identified in reviews and course evaluations, there is a need to further ensure quality of careers advice and guidance given to learners is outstanding.</p> <p>ATN West London has an NCS, (National Career Service,) contract for career advice and guidance. During 2017-18 most learners worked closely with the NCS advisers in those centres. However, ATN Swindon could not make use of the expertise of NCS advisers although most learners received good careers advice and guidance from the tutor.</p> |
| L&M | | Managers review the provision well to ensure it is relevant to local and national priorities (reflect on how effectively you are meeting the needs of SBC priority learners and communities) | |
| | | Evidence of strength | Areas for improvement |
| | | <p>The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including on local and national economic and social contexts.</p> <p>Minutes of meetings and discussions with staff reveal that prior to the commencement of the learning programmes ATN's management and staff held meetings with local job centres, refugee councils,</p> | <p>Continue to improve the provision and ensure teaching learning and assessment is relevant to local and national priorities and effective to meet the needs of priority learners and communities.</p> |

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| | | <p>libraries, various religious centres such as mosques and gurdwaras and local representatives of associations of ethnic minority groups to identify potential learners, their needs and interests, which led to the design of the learning programmes. Recommendations and advice received during Partnership Business Meetings with Swindon council and quality team also contributed to the planning and delivery of the learning programmes.</p> <p>In addition, ATN also used information gathered through learner satisfaction surveys to further amend and adapt the learning programmes to suit the interests and needs of the learners. Learner feedback collected through satisfaction surveys, reviews and lesson observations identify that most learners were very satisfied that the learning programme met their expectations.</p> <p>The basic skills qualifications (ESOL) offered at ATN is a priority for up-skilling, which has been documented by government and echoed by local employers. SOWs and lesson plans identify that learning programmes are very well designed with a focus on development of learners' employability skills.</p> | |
| L&M | | <p>Mangers focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality, including in English and mathematics</p> | |
| | | Evidence of strength | Areas for improvement |
| | | Similar to the other centres of ATN, the teaching profile remains good and is improving. Overall there was just 1 | |

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| | | <p>teacher in scope in 17/18 and received 'good' observation grades.</p> <p>A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning. (ESOL EV report 8/3/2018).</p> <p>Sessions formally and informally observed noted innovative use of good use of differentiation strategies and resources and effective embedding of Maths and ICT. Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners.</p> <p>High pass rate (97%) achieved and timely achievement is 91% against the target of 75%. .</p> | <p>Further improve attendance rate and retention rates. Currently it is 92% (against target of 94%) and 94% (against target of 97%) respectively.</p> |
| <p>L&M</p> | | <p>The provider's actions have secured substantial improvement in the quality of teaching, learning and assessment and outcomes for learners.</p> | |
| | | <p>Evidence of strength</p> | <p>Areas for improvement</p> |
| | | <p>Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is evident in the agendas of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal targets with a clear plan to implement improvements.</p> | <p>To further improve achievement rate (91%). This is -1% less than the prime's overall achievement rate and -4 below the target of 95%. In addition retention rate to improve. Current retention rate is 94%, -3 below the target.</p> |

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

N/A

Any additional areas for improvement:

N/A

Do you have any further suggestions about how we can help you continue to improve your provision or improve the way we manage, challenge and support

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our providers?

Learners will benefit more from further childcare support. There were occasions when places could not be offered to potential learners, due to their childcare issues. In addition learner attendance and punctuality was affected due to the same issue.