
ANNUAL REPORT

AUG 2020- JUL 2021



Adult Training Network (a company limited by guarantee)

CONTENTS

STRUCTURE GOVERNANCE AND MANAGEMENT

OBJECTIVES AND ACTIVITIES

STAFFING

STAFF DEVELOPMENT & TRAINING

QUALIFICATION ACCREDITATION

ACTIVITIES AUGUST 2019 – JULY 2020

RICHMOND UPON THAMES COLLEGE

PARTNERSHIP WITH HAFL

PARTNERSHIP WITH MERTON COUNTY COUNCIL

Partnership with Buckingham Adult Learning

Partnership with Slough Borough Council

Partnership with Wandsworth County Council

EXTERNAL VERIFICATION & INSPECTION REPORT (CITY AND GUILDS)

EV REPORT ON FUNCTIONAL SKILLS IN ENGLISH & MATHEMATICS

EV REPORT ON ICT QUALIFICATIONS

MATRIX ACCREDITATION

FUTURE DEVELOPMENTS & PRIORITIES

Charity number 1093609

Company registration number - 04286151

Business address Unit 3 Triangle Centre,
399 Uxbridge Road,
Southall, UB1 3EJ.

Registered office Unit 3 Triangle Centre,
399 Uxbridge Road,
Southall, UB1 3EJ.

Structure governance and management

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

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

Objectives and activities

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

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

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

- Develop clients' employability skills

-
- Help to improve students' linguistic competence in English.
 - Provide students with basic survival English for everyday life in UK.
 - Provide students with basic English for access to other College courses.
 - Equip students to progress to the next level of ESOL provision.
 - Support students in their chosen progression path.
 - Build the self-confidence of students.
 - Develop the ICT skills of people in the local community who have little or no access to mainstream education provision and ICT resources.
 - Support learners to acquire career management skills such as job search techniques, interview skills, CV writing, confidence building, improving self-esteem and to enable them to successfully compete for and acquire sustainable jobs.
 - Support learners with their well-being and mental health by conducting programmes in pain management, yoga, gardening and music.

Staffing

In the period August 2020 – July 2021, ATN Southall employed a total of 16 staff members, who served various programmes funded by RUTC, Wandsworth Council and MI Computer Solutions. It included the Director, Centre Manager, a consultant, one full time administrator, one lead Quality Assurer, an Outreach Officer, 6 ESOL/Functional Skills tutors, one part time ICT tutor, one part time cleaner, one part-time finance coordinator and a full time Network Engineer.

In Stevenage centre there were a total of 5 members of staff employed to serve learning programmes funded by HAFL. Staffing included: 3 part time tutors to deliver ESOL and Digital Skills programmes and 2 administrators. In Merton and Slough 2 parttime Digital Skills Tutors were employed.

STAFF DEVELOPMENT & TRAINING:

There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment. During 2020–21 we continued to provide support to our tutors and other 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:

CPD Activities

Staff training & review of Policies (E&D, Safeguarding, H&S, Information security, Code of Conduct, Prevent & British values, OTLA, whistle blowing, fraud prevention, Business Ethics, Quality Charter, etc.)

Safeguarding vulnerable adults

Equality and Diversity

Prevent

British Values

Matrix readiness

Understanding ESFA Funding rules

Understanding Ofsted Framework

Standardisation of Marking

Gaining Gateway Accreditation for Digital Skills Qualifications

Target Setting

Written Corrective Feedback - Cambridge University Press ELT

Conducting online sessions on Zoom

Recruitment and enrolment

Level4 Award in IQA

Understanding Language Acquisition and comprehensible input

Taskbased Teaching and Task supported teaching

PPP VS Task based teaching of English

Setting SMART targets

Engaging language learners from home

Delivering online sessions effectively

Strategies for teaching grammar online

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
Functional Skills English level
Functional Skills Maths Entry
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 2020 – JULY 2021

In the year 2020/21 ATN offered a variety of projects and courses from various locations across England, for a range of funders and prime contractors.

Richmond upon Thames College (RUTC)

	2018/19	2019/20	2020/21
Starts	578	521	160
Retention rate	96%	90%	94%(150)
Pass rate	96%	94%	92% (138)
Achievement rate	92%	85	86%

Retention rate has improved by 4% from previous year's 90%. Achievement rates for overall are 86%, which demonstrate an increase of 1% from the previous year, following a notable decline of 7% from the year before. This is a substantial achievement, given the challenges that have been faced in this academic year affected by the pandemic COVID 19. The improved retention, pass, achievement and attendance rates are mainly due to the high quality teaching, learning and assessments carried out throughout the programmes and robust QA systems in place.

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. ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. Learners are assessed 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. Target setting is appropriately challenging to enable learners' success and learning is then tailored to facilitate the meeting of these targets.

There are clear learning journeys for students to ensure that the curriculum is devised in a manner that suits their learning abilities / needs and future goals. "The learners were very interested in the topic and all made positive contributions throughout, their individual comment highlighted their interest, and were keen to display their own household objects by way of examples." (OTLA report, 16/2/21).

Tutors continue to provide quality teaching, learning and assessment. Observations are ungraded but enable a focus on continued development and improvement of teaching and learning. "All learners were present on time and participated enthusiastically, being constantly encouraged to make individual contributions through directed questioning and invitations to contribute and show understanding." (OTL report, 16/2/21)

Good learner engagement and stretching of learning. In lessons observed students are engaged, challenged and work collaboratively with their peers. This has helped them to develop competence to learn independently.

The development of softer skills, such as students' confidence, self esteem and independence, are also a key focus of the organization. "Excellent development of learner autonomy. All learners are confident and comfortable and are able to carry on their learning although there were IT issues that could interrupt learning. The more competent learners were proactive to lead the class by initiating discussion on the use of poetic devices and start composing poems." (OTLA report, 16/2/21).

Excellent implementation of remote learning. To support learning, ATN uses Information Technology (IT) well. This is an area that is ever advancing and ATN is keen to use technology to enable independence. During lockdown we implemented the use of Zoom to deliver learning programmes, providing us with a tool that enabled engagement whilst students were at home and staff were working remotely.

Employment rate	
2018/19	5%
2019/20	5%
2020/21	6%

In 20/21 employment rate increased by 1% from last year's 5%. This had remained the same in the previous year, 2018/19 too. Considering the impact of COVID19 globally on labour market, attainment of improved employment rate is an extremely impressive achievement.

Areas to improve

- Significant decline in learner enrolments. In 2019/20 ATN enrolled 521 learners and 578 in the previous year. However, in 2020/21 the enrolments were lowest at 160, which is 70% less than 2019/20. This is mainly due to the limited funding allocation from RUTC.
- Assessors' improve their assessment practices of writing samples of evidence of outcomes by Oct 2021. EQA reports identify that further improvement

required in relation to sample writing by Functional Skills in English assessors as the current documentation does not clearly capture the evidence as required for Speaking Listening and Communication modes. “IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. (FS English EV report, 4/5/21)

- Increase the number of enrichment activities for the welfare of learners especially, to promote a healthy lifestyle. COVID has impacted upon the enrichment activities learners could undertake during 20/21. Learning walks and minutes of meetings suggest the need for more enrichment events which could have been carried out online such as visiting virtual museums and attending various online workshops for their personal development. Improve opportunities for learners to take part in a variety of enrichment activities.

Partnership with HAFL

What went well in the funding year?	What are the areas of focus for the next funding year?
1. Achievement of outstanding outcome rates leading to significant increase in retention, achievement and pass rates.	1. Improve attendance and punctuality rates by monitoring regularly and action absenteeism in a timely fashion.
2. Excellent implementation of remote learning.	2. Further improve assessment practices to ensure consistency in marking and improving writing samples
3. Integration of equality and diversity in all areas of ATN continue to be good with no significant achievement gap.	3. Enhance tutor skills to provide more effective written feedback to learners ‘on what to do to move forward’ from all tutors.

	2020 / 21		
	2018/19	2019/20	
Starts	207	197	146
Retention rate	93%	84%	97%
Pass rate	88%	84%	98%

Achievement rate	82%	71%	96%
-------------------------	------------	------------	------------

ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. “The quality management and processes of ATN came across well. There is a clear ethos of quality assurance, demonstrated by the in depth knowledge of the Quality Manager and tutors being upskilled through IQA and Assessor qualifications. “ (HAFL Deep Dive report, March 22, 2021).

Excellent implementation of remote learning. To support learning, ATN uses Information Technology (IT) well. This is an area that is ever advancing and ATN is keen to use technology to enable independence. During lockdown we implemented the use of Zoom to deliver learning programmes, providing us with a tool that enabled engagement whilst students were at home and staff were working remotely. ATN recognises the importance of continuing to invest in IT to support learners to achieve in their studies and to be more independent in their daily lives whilst keeping them safe. ATN has ensured that e-safety is focused on by the implementation of esafety leads and deputies and providing learning and guidance to remain safe online. In addition, the use of Microsoft Teams had a significant impact for organisational efficiency in many ways. It has meant that management team and staff alike can quickly communicate and join up virtually to make immediate decisions. Remote learning was beneficial as it increased the number of attendees.

	Aims	Learners	Overall Retention	Overall Pass	Overall Achievement
Ethnicity.Ethnicity					
All	146	52	97.30%	98.60%	95.90%
No	58	26	96.60%	98.20%	94.80%
Other ethnic group	9	6	100.00%	100.00%	100.00%
Any other ethnic group	9	6	100.00%	100.00%	100.00%
White	49	20	95.90%	97.90%	93.90%
Any other white background	48	19	95.80%	97.80%	93.80%
English / Welsh / Scottish / Northern Irish / British	1	1	100.00%	100.00%	100.00%
Yes	80	23	97.50%	98.70%	96.30%

Asian or Asian British	24	9	95.80%	95.70%	91.70%
Any other Asian background	7	1	100.00%	100.00%	100.00%
Bangladeshi	1	1	100.00%	100.00%	100.00%
Indian	2	1	100.00%	100.00%	100.00%
Pakistani	14	6	92.90%	92.30%	85.70%
Black / African / Caribbean / Black British	6	1	100.00%	100.00%	100.00%
Any other Black / African / Caribbean background	6	1	100.00%	100.00%	100.00%
Mixed / multiple ethnic Group	13	5	100.00%	100.00%	100.00%
Any other Mixed / multiple ethnic background	6	3	100.00%	100.00%	100.00%
White and Asian	2	1	100.00%	100.00%	100.00%
White and Black African	5	1	100.00%	100.00%	100.00%
Other ethnic group	37	8	97.30%	100.00%	97.30%
Arab	37	8	97.30%	100.00%	97.30%
Unknown	8	3	100.00%	100.00%	100.00%

In 2020/21 achievement of attendance was lower than previous years. In 2019/20 learners' attendance and punctuality to lessons were at 77%. However, in 2020/21 this has declined to 76.30. "Attendance on accredited learning needs to improve. More robust processes around attendance and chasing absences may support this in moving forward. " (HAFL Deep Dive report, March 22, 2021).

Progression – 2020/21

Employment rate	19.23%
Positive progression into further learning & employment	58%

All learners gain skills relevant to employment they are looking for by employability skills development elements built into the curriculum. ATN's priority is on the preparation of learners for achieving their life goals rather than the gaining of qualifications that will not significantly impact the success of a learner. There are clear learning journeys for learners to ensure that the curriculum is devised in a manner that suits their learning abilities, needs and

future goals. ATN continue to inspire learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. Wider skills are embedded well in schemes of work and lesson planning. There is a clear ethos around building wider skills effectively and meaningfully into the curriculum. “All learners’ personal goals and learning outcomes were clearly identified in the ILP and 1:1 support provided to the learners with additional learning support requirements. “(OTL report, 20/10/20).

Partnership with Merton County Council

2 Overview of Provider outcomes – Quality of Education, Impact

Data summary	2018-19	2019-20	2020-21	MAL total 2020-21	National Average 2019-20: All Providers / Other Public Funded ACL providers
delete any rows that are not relevant e.g. if you do not deliver accredited provision delete those rows					
Contract target number of learners		26	42		
Actual number of learners		26	42		
Number of enrolments		26	42		
Overall attendance rate %		72%	87%		
Overall retention rate %		92.31%	100%		
Overall pass rate %		58.33%	98%		
Overall achievement rate %		53.85%	98%		

Accredited (ASB) enrolments		26	13		
Accredited (ASB) attendance rate %		72%	81%		
Accredited (ASB) retention rate %		92.31%	100%		
Accredited (ASB) pass rate %		58.33%	92.30%		
Accredited (ASB) achievement rate %		53.85%	92.30%		
Non-Accredited (CL) enrolments		0	29		
Non-Accredited (CL) attendance rate %		0	92%		
Non-Accredited (CL) retention rate %		0	100%		
Non-Accredited (CL) pass rate %		0	100%		
Non-Accredited (CL) achievement rate %		0	100%		
Profile for Observations of TL&A - Total number of tutors = (3)					
1: Number of observations with no interventions – previously grades 1 and 2		1	2		
2: Number of observations with interventions – previously grades 3 and 4		0	0		
4: Number of learning walks in addition to observations		0	3		

-
- 40% increase in overall pass and achievement rates.
 - 38% increase in achievement rates for accredited learning programmes. Similarly, pass rate too improved by 34%.
 - 15% increase in learner attendance rates.
 - 100% achievement and pass rate for non-accredited courses whereas accredited learning programmes had 7% less at 92.31%.
 - Outstanding retention rate of 100%. In 2019/20 this was 8% lower than the current 100%.

The improved retention, pass, achievement and attendance rates are mainly due to the high-quality teaching, learning and assessments carried out throughout the programmes and robust QA systems in place. In the previous academic year, the outcome rates were mainly due to the courses interrupted by the pandemic.

OTLAs and LWs identified the following strengths:

- Excellent development of learner autonomy.
- Good achievement of lesson objectives.
- Excellent learner feedback
- Good embedding of E&D
- Good sequencing

The areas for improvement identified in LWs and OTLAs are:

- Developing skills such as Maths in English lessons
- Further improving learner behaviour during lessons and tutors developing classroom management skills.
- Further improve active learner engagement in online lessons
- **Quality of Education, Intent** – The quality of education, Intent is good. Staff identify learners' prior knowledge well, using robust systems of assessments to identify, inform and plan adequately challenging targets from person to person. ATN's priority is to prepare learners for their life goals rather than gaining of qualifications.
- **Quality of Education, Implementation** – Quality of education, implementation is good. There are clear learning journeys for students to ensure that the curriculum is devised and learning is delivered in a manner that suits their learning abilities / needs and future goals. There is effective utilisation of RARPA to ensure learners who do not gain externally accredited qualifications have an effective method to monitor progress and achievement.
- **Quality of Education, Impact** - Learning, teaching and assessment are consistently good leading to high outcome rates and overall development of learners. In 20/21 ATN achieved 100% achievement and pass rate for non-accredited courses and accredited learning programmes had 7% less at 92.31%. Achievement of retention rate was outstanding at 100%. In 2019/20 this was 8% lower than the current 100%.

-
- **Behaviour and attitudes**- Behaviours and attitudes are good. 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. For example, an observation of an online lesson identified learners working well independently when there was a technical issue and tutor could not access the internet for 10 minutes. The learners continued to discuss the elements of poetry and identified various features as tutor would have expected them to do.
 - **Personal Development** – Personal development is good. *Good support for learners to achieve their personal goals by effectively integrating employability skills development. 100% of OTLAs and audits identify evidences of good embedding of topics such as work life, jobs descriptions, understanding payslips etc.* Case studies identify that learners chose ATN because they were advised by their career advisor and also, they wanted to improve their computer skills and use the internet to apply for jobs. “I have overcome my fear to use computers and the internet with the help of the tutor, and now I am confident enough to use digital skills for better job prospects.” (case study, 13/7/21).
 - **Leadership and Management** – Leadership and management is good. Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times. Responsive CPD programme ensures that staff remain current in the skills and knowledge needed to work with the learners at ATN. 100% of staff are adequately qualified and possess and demonstrate excellent knowledge and skills. Rigorous and effective performance management which enhances professional development of teaching staff. ATN recognises that the high quality of provision is largely dependent upon the continual development of staff, therefore we strive to make continuous professional development a high priority.
 - **Governance** - Leaders and managers provide a clear strategic direction for ATN with regular strategic updates given via SMT and Trustees’ meeting agenda items. The Trustees of ATN continue to be effective in overseeing the strategy for continuous improvement. ATN are committed to providing high quality education and recognise the benefits provided by the organization. They have a diverse range of experience, skills and knowledge to be able to provide rigorous support and challenge through the formal and regular meetings in place. The Trustees continue to review strategic priorities and have an ambitious vision for the organization with high expectations of what our students and staff can achieve.
 - **Safeguarding** - Safety and safeguarding at ATN is effectively maintained. Learners constantly report that they feel safe at ATN

Improvements made during 2020-21

The overall effectiveness of ATN is good. Evidence confirms that various aspects of teaching learning and assessment, achievement and standards, quality of deliver and leadership and management are good. Managers continue to review the provision effectively to ensure it is relevant to local and national priorities and meets learner needs and interests.

With an upward trend in outcome rates in 20/21 compared to the previous academic year, most students are successful in gaining appropriate skills, knowledge and qualifications. Achievement rates are outstanding for learners on 100% of learning programmes (Functional Skills in English and Digital Skills qualifications) delivered by ATN.

Teaching and learning are good. The courses offered at ATN and progression opportunities serve the needs and interests of the learners well. They also benefit from good guidance and support and very good personal support from teachers and other staff. High quality integration on ICT into curriculum by embedding online learning into mode of delivery.

Tutors share ATN's high expectations of achievement appropriate to each learner's needs and individual aims. Tutors are sensitive to each student's needs and they are able to work with a wide range of abilities and backgrounds in the classroom as noted in many lessons observed. Inspiring and challenging teaching methods raise aspirations, cater for students' diverse needs and enable development of their learning skills, career plans and well-being, resulting in outstanding pass and achievement rates (98%) and retention (100%) rates although the delivery of learning was affected by COVID 19.

Good learner engagement and stretching of learning. In lessons observed students are engaged, challenged and work collaboratively with their peers. This has helped them to develop competence to learn independently. "Excellent development of learner autonomy. All learners are confident and comfortable and are able to carry on their learning although there were IT issues that could interrupt learning. The more competent learners were proactive to lead the class by initiating discussion on the use of poetic devices and start composing poems." (OTLA report, 16/2/21)

Teaching methods, resources and assessment methods continue to motivate, inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged. 'Good learner interaction and engagement in activities. For example, all learners completed the online quiz and performed variety of activities as shown by the tutor.' (OTLA report, 24/5/21)

In addition to the internal quality assurance processes, the joint observation carried out by the prime's Quality Manager also confirm good quality teaching,

learning and assessment at ATN and the support offered for further development. ‘JM observed online session in November along with JV, both agreed on the quality of teaching. The tutor is experienced and used good and relatable examples of the subject area to improve learners understanding. Some improvements have been suggested to enhance the online experience for the learners, but this is early days and ATN have started well.’ (Prime’s QM comments on Q&P report).

ATN provides excellent individualised, person-centred and ‘scaffolded’ support for students. Staff are highly qualified and have good participation in professional development which helps raise standards to exceptional levels. According to learner satisfaction survey analysis 92% of learners have rated quality of teaching they have experienced at ATN as either outstanding or good. “Excellent learner feedback: Learners greatly appreciate that they feel learning at ATN is very valuable and is like a ‘family’”. (OTLA report, 16/2/21)

Strengths (Give the key strengths identified from section 3 above.)

- Outstanding outcome rates including retention, achievement and pass rates.
- Teaching methods, resources and assessment methods continue to motivate, inspire and challenge learners and meet their different needs, including the most able and the most disadvantaged.
- Excellent performance management is underpinned by highly effective CPD which enables staff to develop their practice and potential leading to the provision of a very good service to students, which is recognised in the very high rates of student satisfaction.
- Safeguarding monitoring continues to be effective.

This service is not yet

Outstanding

 because

(Where you judge the service overall to be Good, this will be Outstanding; where the service is Requires Improvement, this will be Good etc.)

- Some aspects of assessment practice requires improvement. EQA reports identify that further improvement required in relation to sample writing by Functional Skills in English assessors as the current documentation does not clearly capture the evidence as required for Speaking Listening and Communication modes. “IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include

demonstration of outcomes opposed to quotes only. (FS English EV report, 4/5/21)

- Similarly, EQA report for Functional Skills in English identified that some aspects of assessment practice requires improvement. 'Ensure candidates choice of topics are relevant and challenging enough for higher levels in Functional Skills in English' (FS English EV report, 4/5/21).
- Further improve attendance rates for entry level accredited learning programmes. Attendance data identify that attendance rate for Functional Skills in English entry level 1 qualification was low at 71%.
- OTL identified that tutors' classroom management skills require improvement to ensure 100% of learners are following the tutor instructions and carrying out learning activities or engaged in some other activities using the internet. There were occasions when a learner sitting at the back row was not monitored well. He spent browsing unrelated websites during a part of the session. (Dig skills OTL report, 16/2/21)
- COVID has impacted upon the enrichment activities learners could undertake during 20/21. Learning walks and minutes of meetings suggest the need for more enrichment events which could have been carried out online such as visiting virtual museums and attending various online workshops for their personal development. Improve opportunities for learners to take part in a variety of enrichment activities.

Partnership with Slough Borough Council

Strength

- High quality teaching, learning and assessment resulting in outstanding retention, pass and achievement rates.
- Effective safeguarding practice in place, including the prevention of radicalisation of learners and compliance with the 'Prevent' duty. 100% of staff attended safeguarding and prevent training during 2020/21.
- High levels of support for learners to help them focus on progression towards their goals. Highly effective teaching, learning & assessment methods and resources inspire and challenge students and meet their different needs. 100% of learners were provided with laptops with internet connection throughout the course. Learners were provided with 1:1 support as and when required.
- Effective embedding of employability skills development within sessions.

- Speaking to the local community and conducting direct marketing through leaflets at the course venue.
- Outstanding pass, achievement and retention rate of 100%.

- Excellent attendance rate of 97%.

Total Sessions	Possible Attendance	Actual Attended	Percentage
88		85	96.59

- Good learner satisfaction.

<i>Include: enrolment numbers vs targets, assessment, course content, course organisation, course quality, tutor feedback.subject</i>	No of learners	Withdrawals	No retained	% retained	Number of full Passed	Partial	Did not Pass	% full Pass	% partial Pass	% Achievement
Digital Skills for All	8	0	8	100%	8	0	0	100%	0	100%

Learner feedback gathered using various tools identify high rate of learner satisfaction. For example, according to satisfaction survey, all learners have identified that the quality of support, advice and guidance they received throughout the course was either outstanding or good. Similar sentiments were expressed by all the learners in relation to gaining self confidence through the course. Improvement of self-confidence during the course was rated by 100% learners as outstanding or good. Most learners wanted to progress to accredited learning programmes in ICT following Non-accredited Digital Skills qualification.

Areas for improvement

- Further improve the spectrum of courses that can be offered. Due to the pandemic ATN had not been able to offer a range of courses to its learners in 2020/21.
- Liaising with JCP and other local external organisations to recruit learners for a range of qualifications such as ESOL, Functional Skills English, Maths and Digital Skills requires improvement.
- Improve marketing for recruitment of learners. Advertise and market ATN's Programmes through social media and establish partnerships with more agencies.
- Improve facilities such as internet connectivity at the course delivery venue, especially for Digital Skills qualifications.

Evaluation of impact of courses on learners

Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to excellent achievements. 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. 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 as well as clear and constructive. Excellent pass and achievement rates were gained mainly because of the high quality teaching, learning and assessment carried out at ATN and result of following robust processes of tracking learner progress in the form of reviews, RAG rating, constant formative feedback, etc.

Tutor used well-planned and often topical activities that promote learning and are relevant to students' needs. Tutors skilfully motivate and inspire learners using a variety of learning activities and a wide range of high quality resources. Tutors ensure that learners are fully engaged in activities by giving clear instructions and accurate demonstrations.

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, diversity and the professional integrity of the organisation is constantly monitored internally and by external funding partners. Learning walk has identified good promotion of E&D, British values. In addition, majority of learners have developed good awareness of Prevent and tackling extremism.

Partnership with Wandsworth County Council

During 2020/21 ATN continued the new partnership agreement that was established in the previous academic year between ATN and Wandsworth County Council to deliver AEB qualifications. The principal purpose of the provision was to engage adults and provide the skills and learning they need to equip them for work, apprenticeship or further learning. 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.

During 2020/21 114 learners were enrolled on various qualifications such as ESOL Skills for life Functional Skills in Maths and English, Digital Skills and non accredited ESOL. Overall achievement rate has improved by 25% and was recorded at 92.11%. Retention rate was recorded at 95.61%. Pass rate was outstanding at 96.33%. However, this is 4 % less than previous year's 100%.

Key points identified in WLL Quality monitoring report

- All staff members have completed required CPD activities for Equality & Diversity and Prevent. 100% staff are Safeguarding trained within 2020/21. All staff members have completed subject specific CPD and activities have been recorded.
- Clear evidence that DBS numbers have been submitted for all delivery staff.
- General learner satisfaction rate is above 94% with no significant concerns
- OTLA planner is in place and OTLAs are being completed on a timely basis. 100% of all tutors are planned to be observed during the year, additional OTLA's are completed in line with RAG rating tutor policy.

-
- Learners achieve well and produce work of a very high standard (Observations, learner work, Learner voice, support records)
 - IAG - Concise documentation and completed at agreed schedules
 - Personal development including resilience, confidence and independence - Clear evidence documenting how this has been considered, promoted and contextualised relevant to the learners and their local community. (e.g. Tutorial activities, Enrichment, external visits, speakers, leaflets, learner surveys etc) Increasing awareness of Prevent and any relevant National & local risks such as knife crime, abuse, sexual exploitation, extremism & on-line bullying. Promotion of e-safety
 - Enrichment activities - Additional activities are being completed with learners to help prepare them in life, by equipping them to be responsible, respectful, active citizens who contribute positively to society
 - Preparing learners for future success - Evidence of preparing the learners for future success beyond the Academic. Developing their understanding of fundamental British values and promoting respect for all the different characteristics. (e.g. IAG, Tutorial activities, Enrichment, external visits, speakers, leaflets, learner surveys etc)
 - Learners are respectful and behave consistently well. Learners have a positive attitude to their education and are fully supported to achieve if they are struggling. Clear evidence on file to document how this has been considered and recorded. (Learner reviews, Observations, additional support records, tracking sheets, attendance data).
 - 95%+ of all registers are completed weekly online and strategies are in place to manage all non-attendance.
 - All courses planned/profiled volumes have been met or where changes have been made, these have been discussed and agreed in advance and documentation has been submitted within agreed timeframe. Flexible approach has been adopted due to the demands of Covid – 19. Some courses have been altered to cater for demand and method of delivery has been changed from face to face to online for some courses.

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 2 External Verifier sampling activities from

Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths qualifications were verified by City and Guilds in May 2021.

EV report on Functional Skills in English & Mathematics

The centre was awarded Direct Claim Status for Functional Skills in English and Mathematics following the sampling process carried out by Jabeen Ashiq, the External verifier from City and Guilds, on 18/5/2021. The External Verifier commented as follows:

Good remote monitoring activity. The Centre were organised and sent all the records in an orderly manner. QA recommends DCS to continue; improvement/Action Points MUST be met by the next EQA date to ensure quality is not compromised further.

Action points

- Ensure IQA feedback to be detailed and include suggestions and improvements in the various components in English; these need development and must be broken down in: Reading, Writing and S/L/C.
- IQA to ensure assessors develop their S/L/C observation writing skills. These should include demonstration of outcomes opposed to quotes and comments only. Check C&G website for examples of observation reports.
- Standardisation Activities are too generic and do NOT show discussion of questions amongst staff from papers; agreed/disagreed, areas of improvement, how and where to improve; any particular burning questions clarified on papers. This needs development. Papers checked and marked are not collectively concluded.

EV report - ESOL

A good remote monitoring activity. The Centre were organised and sent all the records in an orderly manner including a USB stick with the S/L audio recordings. EQA recommends DCS to continue; improvement/Action Points MUST be met by the next EQA date to ensure quality is not compromised further.

- Ensure IQA feedback is detailed and include suggestions and improvements in the various components in English; these need development and must be broken down in: Reading, Writing and S/L/C.
- Ensure consistency in the accuracy of marking assignments across ALL staff by standardising all components of English Assessments i.e reading, writing and S/L.

-
- IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. Check C&G website for examples of observation reports.

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2020 ATN's accreditation was renewed.

Although it was reported that 2021 has been a tough year, ATN is beginning to emerge from it with a return to mostly face to face learning at the Centre. This works better for most ATN learners. Not all contractual volumes could be met during Covid, but now in a new phase where ATN is trying to be sustainable through contracts.

There was sufficient evidence of how ATN continues to move forward, and to ensure its IAG offer remains at a high standard, and links to moving people forward towards progression and employment, to enable a decision of 'maintaining accreditation'.

A strength of ATN in working with new and existing contracts is how the team work together to high standards, for maximum effectiveness in provision. Another is the friendly environment created at the Centre, that encourages learners to attend, and includes as well as tutor support, one manager regularly interacting with learners at the Centre to check on their wellbeing.

FUTURE DEVELOPMENTS & PRIORITIES

From the start of the 2020/21 and through the Covid pandemic, ATN 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 Richmond upon Thames College and HAFL will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from MI

Computer Solutions, Merton Council, Slough Borough Council and North Hertfordshire College as well as Charities Aid Foundation. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall.