Curriculum Area	Functional Skills English and Mathematics	SSA No:	
Curriculum Manager	Jojy Varghese		
Curriculum Directorate	Sarjeet Singh Gill		
	Grade		
Overall Effectiveness	2		
Leadership and Management	2		
Quality of Teaching, Learning and Assessment	2		
Personal Development, Behaviour and Welfare	2		
Outcome for Learners	2		

Safeguarding is effective	Yes	Safeguarding is not effective	

CIF Themes	Tick provision included in this area
16-18 study Programmes	
19+ Learning	✓
Apprenticeships	
Traineeships	
Employability	
Community Learning	
High Needs Funding recipients	
14-16 FT/PT	

Overview of Provision (Include scope, range and volume)

The Adult Training Network strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, ATN strives to integrate learners into the social and cultural fabric of society at large and instil British Values.

AIMS AND OBJECTIVES
The Adult Training Network 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 learners' employability skills.
- Help to improve learners' linguistic competence in English by providing them with basic survival English for everyday life in UK.
- Equip learners to progress to the next level of provision.
- Support learners in their chosen progression path.
- Build the self-confidence of learners.
- Develop the, Literacy, Mathematics and computer skills of people in the local community who have little or no access to mainstream education provision and ICT resources.

All Adult Training Network BDC funded courses were delivered at ATN Southall, Unit 3, Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ and 1st floor, Warley Chambers, Warley Road, Hayes – UB4 0PX

Performance

Barking & Dagenham College (BDC) 2018/2019 retention, achievement and success rates

Sept 2018 - July 2019

Subject	No of learners	Withdrawals	No retained	% retained	Number of full achievement	No Achievement	% Pass	% Achievement
F S Qualification in English at Entry 1, 2 & 3 / Level 1 & 2								
(Oct 18) - FS English (Entry 1)	7	1	6	85.71%	6	0	100.00%	85.71%
(Nov 18) - FS English (Entry 2)	13	2	11	84.62%	10	1	90.91%	76.92%
(Nov 18) - FS English (Entry 2)	10	2	8	80.00%	8	0	100.00%	80.00%
(Nov 18) - FS English (Entry 2)	10	3	7	70.00%	7	0	100.00%	70.00%
(Dec 18) - FS English (Entry 2)	7	0	7	100.00%	7	0	100.00%	100.00%
(Oct 18) - FS English (Entry 3)	17	3	14	82.35%	12	2	85.71%	70.59%
(Nov 18) - FS English (Entry 3)	2	0	2	100.00%	2	0	100.00%	100.00%
(Nov 18) - FS English (Level 1)	13	0	13	100.00%	13	0	100.00%	100.00%
(Jan 19) - FS English	13	0	13	100.00%	13	0	100.00%	100.00%

(Entry 3)								
(Feb 19) - FS English (Entry 3)	14	2	12	85.71%	12	0	100.00%	85.71%
(Jan 19) - FS English (Level 2)	11	0	11	100.00%	11	0	100.00%	100.00%
Cumulative Basic skills total (English)	**117**	**13**	**104**	**88.89%**	**101**	**3**	**97.12%**	**86.32%**
Functional Skills Mathematics								
(Nov 18) Functional Skills in Mathematics (Entry 2)	11	3	8	72.73%	8	0	100.00%	72.73%
(Nov 18) Functional Skills in Mathematics (Entry 2)	11	0	11	100.00%	11	0	100.00%	100.00%
(Nov 18) Functional Skills in Mathematics (Entry 3)	10	2	8	80.00%	7	1	87.50%	70.00%
(Nov 18) Functional skills in Mathematics, (Level 1)	11	0	11	100.00%	11	0	100.00%	100.00%
Cumulative Basic skills total (Mathematics)	**43**	**5**	**38**	**88.37%**	**37**	**1**	**97.37%**	**86.05%**
Cumulative totals for all subject areas	**160**	**18**	**142**	**88.75%**	**138**	**4**	**97.18%**	**86.25%**

Progress on Improvement Actions (In this section list all the actions from 18/19 QIP and progress made against them)		
Actions from QIP	**Completed/ Ongoing**	**Impact on actions (Evidence)**
Please refer to the QIP attached as a separate document		

Outstanding Actions to Include in 16/17 QIP if actions have not brought about significant improvements (i.e. achieved national average)
N/A

5

Emerging strengths in 2018/19

- Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to outstanding outcome achievements.

- Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students.

- Overall pass rate is outstanding at 97%

- Improved employment rate

Emerging areas for Improvement in 2018/19

- Further develop the use of digital technology in learning, pedagogy and development of employment skills

- To improve recording of non-academic achievements of learners using success stories and case studies

- Increase the number of enrichment activities for the welfare of learners

- Increase the opportunities for learners to gain voluntary work experience

Effectiveness of leadership and management
Criteria
Evaluate and consider : how successfully ambitions for the provider's performance are set, reviewed and communicated with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners how successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality

professional development and robust performance management to tackle weakness and promote good practice across all types of provision

the rigour of self-assessment, including through the use of the views of learners, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider's work, including in any subcontracted provision

the strategic priority that leaders and managers give to the provision of English and mathematics to ensure that learners improve their levels of skills in these subjects compared with their starting points

the extent to which leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities (this may include inviting local employers to sit on their governing board)

how effectively leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or underachieve

how well leaders, including members of the governing or supervisory bodies, provide challenge and hold the senior leader and other senior managers to account for improving the impact and effectiveness of provision

the extent to which learners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans

how effectively leaders, managers and governors monitor the progression and destinations of their learners (including whether learners enter secure and sustained employment) and use this information to improve provision

the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider

how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs

how well the provider prepares disabled learners or those with special educational needs to become more independent in their everyday life

the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty

the extent to which provision for all learners can be maintained over time and leaders and governors take action to ensure this.

Strengths	How do you know?

Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to outstanding outcome achievements.	Leaders and managers at ATN have created a culture that enables learners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary. Students are set ambitious, but realistic targets which ensures exemplary conduct and outstanding outcome achievement. Leaders and managers 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. This is evidenced by the continual very high pass rates. Overall pass rate for 2018/19 is 97% with an increase of 3% from the previous academic year and above national rates for all the groups.
	Management have communicated the vision very successfully to all members of staff which enables staff to remain enthusiastic and implement the improvement strategies very effectively to their work. Managers and leaders have ensured that the many strengths identified at the previous self-assessment have been sustained and developed further whilst also dealing very effectively with the areas for improvement outlined in the report as well as other needs arising from the changing student cohort and wider context.
	ATN's key priorities shape staff training provision and this year have included both in house and externally delivered sessions to ensure staff are skilled and confident to better support student needs. All staff have benefited from training delivered by Southall Community Alliance (SCA) to ensure they are able to fully implement the duty to promote British Values and tackle extremism.
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	Management ensure that teachers and trainers are well qualified at the appropriate levels and in the appropriate subject areas. 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 PTLLS, CELTA, level 4 Education & Training in the specialisms of ESOL and Functional Skills.

satisfaction.	Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well–attended by staff. Some of the key CPD opportunities created for ATN's tutors included:
	- 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.) - Providing Effective written feedback - Understanding ESFA Funding rules – Sep 2019 - Moving tutors to Outstanding – 1/10/2018 - Standardisation of Marking, embedding various skills, effective written feedback, reporting safeguarding. - NCS Archiving - Prevent - Ofsted readiness - Embedding Maths, Eng, ICT - Networking - Resolving learner track issues - Dealing with Extremism - Internet Security - Safeguarding vulnerable adults and children - Understanding Launch pad (Lone parents) project compliance requirements - Understanding the Universal Credit changes - Understanding new Functional Skills Qualifications *"A quality file was presented to the EQA. This was well organised and had all necessary documents for verification. CPD records for staff members was excellent and is up to date. This includes; standardisation, embedding of E&D, Safeguarding, E-safety, British Values, Prevent and a review of all other policies of ATN as well as staff*

readiness on the Ofsted Inspection." (Functional Skills in English and Maths EV report, Oct 2018)

Leaders and managers ensure a highly effective focus on teaching, learning and assessment which nurtures a culture of consistent development of good teaching.	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 college.

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 learning walks, formal lesson observations, student feedback and regular formal reviews of students' progress and predicted attainment. Evaluations lead to targeted support and mentoring as well as informing very effective professional development events. Teaching, learning and assessment are reviewed and monitored for effectiveness through a well-established system of formal and graded lesson observations as well as ongoing and very regular learning walks supported by frequent and varied sources of gathering student feedback.

Satisfaction survey analysis identifies that 100% of learners have completed an individual learning plan (ILP) created for each level of study according to their needs and interests. These ILPs are regularly reviewed and new SMART targets are set for them to achieve further. A majority of people accessing ATN's services are disadvantaged as result of circumstances that may be initially of, and including; poor English language skills (reading, writing and speaking & listening), educational achievement, literacy and numeracy difficulties, lack of confidence, all of which collectively, has resulted in marginalisation within the wider community. These issues are fully addressed by experienced staff.

Good promotion of Safeguarding and Equality and diversity which helps learners feel safe and are safe and manifestly enjoy and benefit from the promotion of equality and diversity and safeguarding. 100% of learners answered 'yes' to the question *'Do you feel safe and respected on your course?' (Satisfaction survey analysis 2018/19).* |

Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students.	Safeguarding is a high priority within the organisation. ATN have appropriate safeguarding policies and procedures, including for lone working, online safety and the conduct of staff. ATN implement these effectively to keep learners and staff safe. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. Managers ensure that staff carry out extensive training for safeguarding. They have put in place an effective induction programme at the start of employment and all staff are provided with frequent update training. 100% of members of staff attended safeguarding training including a refresher. The safeguarding team, consisting of a designated safeguarding lead (DSL) and four deputy DSLs, have attended appropriate and up-to-date training including 'Prevent' duty training in relation to their roles. The learning walks and observation reports identify that learners are aware of safeguarding and know who they need to contact in relation to safeguarding issues.
Areas for Improvement	**How do you know?**
Further improve achievement rates through targeted CPD, especially externally arranged, which supports an increase in consistently good and outstanding teaching, learning and assessment.	CPD records show that CPD activities attended by staff were mainly internal and repetitive. It is expected that at least 8% of staff will attend qualification based CPD activities in 19/20.
Provide continued support to increase the number of students to do work placements or work taster sessions with local employers and further develop and extend the already very good work related learning opportunities across all vocational areas.	Progression data identify that around 2% of learners have gained voluntary work placements. It is expected that at least 6% of learners will gain work experience through work placements and work taster sessions.

Quality of teaching, learning and assessment
Criteria
Evaluate and consider the extent to which:
teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding
learners are supported to achieve their learning goals, both in and between learning sessions
staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs
staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can
staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps
staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable
learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate
teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs
teaching promotes learners' spiritual, moral, social and cultural development
teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills,

including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

Strengths	How do you know?
Students and staff share high expectations of themselves and of the learning process, which is rigorously focused on ensuring all students develop and achieve their ambitions, make progress and achieve excellent outcomes.	A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning. (EV report, Oct 2018) Staff provide effective initial advice and guidance to learners to ensure that they place them on the appropriate level of course. Learners are supported well to understand the courses that they enrol on. For example, ATN hold open days which current learners attend to discuss their experiences. As a result, prospective learners feel well informed about their future learning. 100% learners have done initial and diagnostic tests that clearly identifies their knowledge. Staff evaluate accurately learners' knowledge at the start of their courses. Teachers use these assessments to set appropriate targets for learners which they monitor frequently. Teaching, learning and assessment is based on a clear understanding of where each student is and what they need to do to make progress. Staff enable and encourage students to think for themselves and to develop the skills and qualities they need for long-term success. Teachers skilfully address learners' anxieties and help them to develop their self-confidence quickly. Teachers provide a supportive and caring learning environment. They are positive and constructive in encouraging learners to recognise and learn from their mistakes and to share their knowledge with other members of the group. Teachers are particularly adept at designing lesson activities to cater for the different speed with which learners make progress. For example, teachers provide additional tasks for those learners

		who complete lesson activities quickly, so that they can develop their skills further.

who complete lesson activities quickly, so that they can develop their skills further.

"Lesson objectives were clearly written on the flipchart and learners were aware of the objectives of the lesson. Tutor summarised the objectives of the lesson at various stages of the lesson and checked learning and progress." (Learning Walk report, 5/12/2018)

The teaching, learning and assessment grade profile for 2018 -19 shows that of teaching sessions that were observed, 100% were classified as 'Good', which is reflected in the high outcomes for learners. The teaching sessions across ATN are good with outstanding features in most of the good sessions, which is encouraging. Some excellent examples of good teaching skills identified and recorded at observation; good use of collaborative working, skilful exploration to broaden knowledge, building learners' confidence, good quality of verbal and written feedback, thus making sessions enjoyable and reflective. The expectation for 18/19 is that managers will focus on developing tutors further to raise their levels of performance and to ensure that all learners continue to experience good and outstanding sessions.

Left column text:

100% of teaching, learning and assessment is observed to be good.

	Total no of tutors	Outstanding	Good	Requires Improvement	Inadequate	Total of teaching sessions observed
Totals of each profile	5	0	5	0	0	5
% of OTLAs completed	100%	0	100%	0	0	100%

In most of the observed sessions, the tutors have used the class profile more effectively to help them set personal targets for their learners, which provides a

| Students benefit from outstanding teaching, learning and assessment which is reflected in high student satisfaction rates | more individualised progress review, capture the progress of the individual's ability and new skills learnt. "Good teaching and learning throughout. Almost all learners made **good** progress in meeting the objectives and understand how to improve. All learners have completed a variety of learning activities that demonstrate they have fully met the lesson objectives. "(Lesson observation report, 18/3/2019)

Student satisfaction is very high. They value the support and encouragement that they receive, particularly from staff and the safe and friendly learning environment within the organization which promotes opportunity and success for all. Because they feel supported, students are able to engage with and respond to feedback on their learning and to take on responsibility for their outcome achievement. Learners who complete the end of course evaluation cite a high level of satisfaction with the teaching and learning overall. 100% of learners accepted that they had achieved their learning goals set for them and all the learners are happy to recommend courses to someone else. *(Learner satisfaction survey, July 2019)*
"Teaching and learning is very effective. Excellent learner engagement is achieved through inspiring resources and activities. Regular formative feedback provided enables learners to understand the areas for improvement and achieve the outcomes." (OTLA report, 5/12/2018)

"Learners acknowledged that they are confident to get employment when they develop sufficient Maths and English skills. Learners are also offered time and facilities to improve their employability skills. IT facilities are offered to learners for job search and employment applications as well as tailoring their CVs once a week." (Lesson observation report, 18/3/2019)

Audits, learning walks and observations identify that staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Learners receive clear and constructive feedback through assessment and progress reviews so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential. *"Excellent modelling of the writing process learners were to follow when creating their own* |

recipe. This served as 'success criteria' that learners could measure themselves against." (BDC OTLA report, 19/11/2018)

Areas for Improvement	How do you know?
Further develop the use of digital technology in learning, pedagogy and development of employment skills.	There is a need to further develop use of digital technology as a powerful, transformative tool in both learning and pedagogy, and operational processes. In the previous years every learner used to get at least 1.5 hrs of job search using computer lab. However, staff feedback during meetings identify that this trend has diminished and computers are not used effectively for the development of employability skills and job search. In addition, staff meeting minutes reveal the requirement to create and use a shared folder through which resources can be accessed.
Improve teaching learning and assessment to higher levels	OTLA grading table identifies that 0 % of tutors achieved 'outstanding' grade in teaching learning and assessment though 100% of observations were graded 'good'. In comparison with other projects (RUTC (22%), Bucks (50%)) this rate requires improvement.

Personal Development, Behaviour and Welfare of learners
Criteria
Evaluate the extent and consider, where relevant and appropriate:
the extent to which learners take pride in their work, become self-confident and self-assured, and know that they have the potential to be a

Successful learners on their current and future learning programmes, including at work.

The programmes offered by RNN are highly dependent on the successful progression of students once studies have been completed.

the proportion of learners who benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce

how well learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims

the extent to which learners achieve the specific units of their main vocational qualifications and relevant additional qualifications that enhance their learning and are likely to increase their future employability

the extent to which learners' standards of work are appropriate to their level of study and/or requirements of the relevant industries so that they can work effectively to realistically challenging academic or commercial deadlines

learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers

how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults

how well learners know how to keep themselves fit and healthy, both physically and emotionally

the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately

learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers

the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain

how well learners attend learning sessions and/or work regularly and punctually, including through participation in any distance learning activities, such as online learning and the use of virtual learning environments

whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

Strengths	How do you know?
Students and staff share high expectations of themselves and of the learning process, which is rigorously focused on ensuring all students develop and achieve their ambitions, make progress and achieve excellent outcomes.	*"Both of the learners interviewed were very happy on the programme and looking forward to move on to the next level. They were appreciative and happy with the support provided by all staff members, especially their class tutor. (Learner)- 'I always kept my head down when talking and now that I have gained confidence, I am able to speak in English with the help of my Tutor. She never lets me give up. I am really enjoying my course. I spent 8 years in this country coming from Eritrea and I only knew how to say my name. I am now able to speak and understand English much better.' (Learner 2) - 'Like learner 1), I used to fear from speaking in English and now that I am more confident I am also speaking in English with my children at home. My tutor helped me because I have been depressed due to the war in my country. I have been here 10 years and I am now more happier."* (extracts from EV report Oct 2018) The majority of learners make very good progress and develop their skills further, particularly personal and social skills as a result of participation on courses, which is recorded within their ILP, learner satisfaction surveys, reviews, observation reports, learning walk reports, etc. cite; a marked improvement to their health and wellbeing, increased self-confidence & self-esteem, motivation, improved skills, improved job prospects, etc. Individual learning plans (ILPs) and learner course evaluations capture examples of how learning has empowered learners to make improvements to their employment prospects, well-being and family lives. Teachers build valuable job search and work preparation skills into the curriculum. As a result, learners develop relevant English skills and understand what they will need to do to apply for jobs. On completion of their programme, a high proportion of learners choose to return to the provider and to progress to the next level of the course. "We are very confident now. We can get a job after improving our English and Maths Skills" (Lesson observation report, 18/3/2019) "The context of working in a garage is suitable for all learners as they are all

expected to gain employment. All learners found the lesson and Maths Entry 2 course as very useful since they understand the importance of getting information from lists, tables and diagrams, sorting objects, collecting information with numbers, etc. Some learners said, *"Maths and English courses are very important to get jobs." "This topic is good as we like to work in shops and garages. Garages have shops"* (Lesson observation report, 18/3/2019)

Staff consider learners' safety well. They risk assess learners for safeguarding issues at the recruitment stage which enables them to monitor students' welfare during their programmes. Staff are vigilant in monitoring learners' well-being and put interventions in place swiftly where they are required. Staff provide good support to learners with personal and welfare issues, including access to counselling services.100% of learners agreed that they felt safe and respected on their course (Learner satisfaction survey 2018/19).

Evidence from learner evaluations indicates that learners feel safe in their learning environment and any safeguarding issues are actioned quickly. All learners are aware of who to contact to report safeguarding issues. They said, "lead is Sarjeet. Deputy Kamaljit Kaur" (Learning walk report, 5/12/2018). Effective training has helped to provide tutors with the skill, knowledge to promote British values effectively and tackle extremism and radicalisation. "Good embedding of British values and E&D. All learners work together well and discussed weather conditions in their home country. They have also talked about British weather. " (OTLA report, 5/12/2018)
All tutors reinforce e-safety and promote safe working practices. Learners receive information on how to keep themselves safe as a part of their induction process and throughout the course.

"All learners from various countries, cultures and religions work well in groups and support each other. Classroom was arranged effectively to include the learners from the diverse background. Tutor had attended E&D training and classroom is decorated with E&D posters. E&D was embedded well into lessons during discussions on weather conditions in learners' countries. All learners had celebrated

E&D with ATN in November." (OTLA report, 5/12/2018)

All learners have the opportunity to receive sensitive advice and guidance prior to enrolment to raise aspiration and to assess any additional needs in a timely and comprehensive manner, and are encouraged to disclose their needs confidentially at all stages of their learner journey. The majority of learners benefit from good advice and guidance as to their next steps. Learners who are unemployed are actively encouraged to liaise with the employability skills development team who provide information about a wide range of progression opportunities and help learners to develop their curriculum vitae and prepare them for job interviews. 99% of learners agreed that they were equipped to go into a job situation once the course was completed (Satisfaction survey analysis 2018/19).

Areas for Improvement	How do you know?
To improve recording of non-academic achievements of learners such as success stories and case studies.	Minutes of meetings identify that non-academic achievements of learners are not recorded appropriately. "It is a requirement now that every course should submit a success story by the end of the course." (Meeting minutes, 26/2/2019).
Increase the number of enrichment activities for the welfare of learners	Although there were a number of enrichment activities such as celebration of achievements day, women's day, equality and diversity day, trips to places of interests, etc. they seemed insufficient. Learning walks and minutes of meetings suggest the need for more enrichment events such as celebration of employability day.

Outcome for Learners
Criteria
Evaluate and consider where relevant and appropriate, the extent to which:
learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners
learners attain their learning goals, including qualifications, and achieve challenging targets
learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards
learners enjoy learning and make progress relative to their prior attainment and potential over time
learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work
learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth

severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment

there are any significant variations in the achievement of different groups of learners.

Strengths	How do you know?
Overall pass rate is outstanding at 97%	There have been a total of 160 enrolments in 2018/19. All learners were enrolled for either Functional skills in English or Maths highlighting how ATN has responded to the needs of a diverse local community. Majority of learners made excellent progress on these qualifications. Functional skills in English qualifications accounted for 73% of adult enrolments and 27% of learners were enrolled on Functional skills in Maths qualifications. Pass rates remain high across the courses with an overall increase of 3% and achieved 97%. This increase is accredited to the higher pass rate within Functional Skills in English Programmes (97%) compared to the previous academic year's (92%). 138 learners have achieved full qualifications. Functional Skills in Maths qualifications also achieved an excellent pass rate (97%) in comparison with the last academic year (95%). Achievement rates for both Functional skills in English and Maths remain good at 86%. However, there is a slight decline of 2% from previous year's 88%. Retention for both the qualifications remain good at 89%. However, this was 94% in 17/18. This fall of 5% is mainly due to the increase in employment rate by 4% compared to 17/18.

	2017/18	2018/19
Starts	120	160
Pass rate	93.57%	97.18%
Achievement rate	88.12%	86.25%

Retention rate	**94.17%**	**88.75%**

A high proportion of learners, progress to positive destinations, often starting their course at an entry level moving up towards level 1 or 2. Destinations show that 77% of learners have progressed in their education within ATN. 5% gained or sustained employment and 9% remain looking for work.

Enrolment of male learners has improved this year by 3%. In 2017/18 68% were female learners and 32% were male learners. In 2018/19 male learner enrolment increased to 34%. There is no major difference in achievement and pass rate of male and female learners compared to last year.

Status	Female	Male
Passed	***98%***	***95%***
Achieved	91%	78%
Not Achieved	2%	4%
Withdrawn	8%	19%
Total	**66%**	**34%**

Status	Female	Male	Total
Retained	*98*	*44*	*142*
Achieved	**96**	**42**	**138**

23

Not Achieved	2	2	4
Withdrawn	8	10	18
Total	**106**	**54**	**160**

ATN is based in the heart of a diverse community in Ealing and continues to recruit learners from a wide range of ethnic groups, the vast majority of whom achieve and make good progress. The four most significant cohorts enrolled on learning programmes are learners from *Any other Asian background* (26.25%), A*frican* (18.75), *Arab* (14.37%) & *Pakistani* (13.12%). All these learners have achieved a pass rate of 95% or more.

Ethnic Origin	*Passed*	Achieved	Not Achieved	Withdrawn
AFRICAN	*96%*	83%	3%	13%
ANY OTHER ASIAN BACKGROUND	*98%*	93%	2%	5%
ANY OTHER ETHNIC GROUP	*100%*	67%	0%	33%
ANY OTHER WHITE BACKGROUND	*100%*	33%	0%	67%
ARAB	*95%*	83%	4%	13%
BANGLADESHI	*100%*	100%	0%	0%
ENGLISH/WELSH/SCOTTISH/NORTHERN IRISH/BRITISH	*100%*	82%	0%	18%
INDIAN	*90%*	90%	10%	0%
OTHER BLACK/ AFRICAN/CARIBBEAN BACKGROUND	*100%*	100%	0%	0%
PAKISTANI	*100*	90%	0%	10%

	%			
WHITE AND ASIAN	*100%*	100%	0%	0%

Ethnic Origin	*Retained*	Achieved	Not Achieved	Withdrawn	Number of Learners
AFRICAN	26	25	1	4	30
ANY OTHER ASIAN BACKGROUND	40	39	1	2	42
ANY OTHER ETHNIC GROUP	4	4		2	6
ANY OTHER WHITE BACKGROUND	1	1		2	3
ARAB	20	19	1	3	23
BANGLADESHI	2	2			2
ENGLISH/WELSH/SCOTTISH/NORTHERN IRISH/BRITISH	14	14		3	17
INDIAN	10	9	1		10
OTHER BLACK/ AFRICAN/CARIBBEAN BACKGROUND	4	4			4
PAKISTANI	19	19		2	21
WHITE AND ASIAN	2	2			2
Grand Total	**142**	**138**	**4**	**18**	**160**

Outstanding student outcomes with	The majority of learners across ATN achieve very well and their pass rate is 100% as shown in the table above. However, there are variances of achievement within a few minority ethnic

students both enjoying their time ATN and realising their next step progression.	groups. Indian learners' pass rate is 90%, which is the lowest for any groups. Achievement rate for any other white background is 33%. This is due to low enrolments of just 3 learners out of which 2 learners were withdrawn. Learners from any other ethnic groups also had a low achievement rate (67%) due to high withdrawal rates of 33%.
	The majority of learners progress well during their learning programmes and are supported well in recognising their areas to improve enabling them to achieve their learning outcomes. The progress of learning is captured well through observations, learning walks, reviews, end course feedback, ILP target reviews, sample assessments, etc. Tutors have high expectations of their learners. Observations and learning walks as well as audits reveal that verbal and written feedback is frequent, constructive and encouraging. Learners are asked to reflect on their learning and discuss what they had learnt and what the next steps are. However, in a few instances, further improvement is required to ensure that all tutors provide constructive written feedback to learners to maximise their progress and achievement.
	External verification reports highlight the high standard of work that learners consistently produce. "The Centre have a robust QA system in place and this was evident throughout the day…The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members." The EV has identified that learners have regular opportunities to review their progress and goals. "On-going and throughout the course. This is completed on an ongoing and 1-1 basis; ILPs and mid course reviews, mock exams are given to learners throughout the programme following the GLH of delivery.
Good improvement in employment rate	*"The learners are guided and supported by the tutor constantly. Constant formative feedback on clients' work motivates learners to maximise their learning. Tutor provides homework that is checked on a regular basis. Learners are motivated to make suggestions for improvement. "*(OTLA report, 28/9/2018)
	At ATN there is a strong focus on progression and students are keen to make changes in their lives and progress further with their learning. The progression data below indicate that 60% of learners had positive progression into further learning, paid employment and

voluntary work. 48% of learners have progressed to other course to continue their preferred education. In the previous academic year employment rate was just 2%. However, there is significant progress in learners obtaining jobs in 18/19. 15 learners (11%) gained employment and 1% of learners secured voluntary work.

	Achieved	Not Achieved	Withdrawn	Grand total	%
(EDU 5) Other FE Part-Time	77			77	48.125
(EMP 1) Paid employment for 16 hours or more per week	10		1	11	6.875
(EMP 2) Paid employment for less then 16 more per week	4		1	5	3.125
(EMP 5) Self-employed for less then 16 hours per week	1			1	0.625
(OTH 1) Other outcome-not listed			1	1	0.625
(OTH 3) Unable to contact learner	4	1	4	9	5.625
(SDE 3) Learner returning home		1	2	3	1.875
(VOL 1) Voluntary work	2			2	1.25
At Home	33	2	4	39	24.375
At Home sick	2			2	1.25
ill Health	2		3	5	3.125
Ill Health of baby	2			2	1.25
Moved Out Of The area			1	1	0.625
Pregnancy	1		1	2	1.25

Areas for Improvement	**How do you know?**
Improve pass rate of learners from Indian background	According to the progression data Indian learners' pass rate is the lowest at 90%. Improve the pass rate by 3% to achieve 93%.
Increase the opportunities for learners to gain voluntary work experience	Progression data show that 2 learners (1%) secured voluntary work experience. It is expected that at least 3% of learners will gain voluntary work experience in 19/20.