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# ANNUAL REPORT

AUG 2018- JUL 2019



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# Adult Training Network

(A company limited by Guarantee)

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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.

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- 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.

ATN was Ofsted inspected in 2018/19 and Ofsted identified that leaders and managers have effectively built on their positive relationships with local employers to support learners to gain work placements, volunteering opportunities and paid employment. For example, learners have benefited from work placements as teaching assistants and as dental nurses. Former learners often return as volunteers to the centre, which helps them to gain in confidence and to secure future employment.

### **Staffing**

In the period September 2018 – August 2019, ATN Southall employed a total of 19 staff members who served various programmes funded by RUTC, BDC, ESFA, DWP/JCP Lone Parent programme. It included the Director, Centre Manager, one full time administrator, one lead Quality Assurer, an Outreach Officer, 7 ESOL/Functional Skills tutors, one part time ICT tutor, one Finance Coordinator, one part time cleaner, one full time HR Administrator, 2 full time Network Engineers, one employment support worker.

In Hillingdon (ATN Hayes) there were a total of 6 members of staff employed to serve the RUTC, Buckinghamshire County Council, Barking and Dagenham College programmes. It included 2 part time administrators, one full time ESOL/Functional Skills tutor, one part time ESOL/Functional Skills tutor, one full time ICT tutor and a part time cleaner.

In Stevenage centre there were a total of six members of staff employed to serve learning programmes funded by HAFL. Staffing included: 2 full time tutors to deliver ESOL and Functional Skills in English programmes, a full time administrator and 2 part time outreach officers.

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## **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 2018–19 ATN continued to provide support to tutors and other members of staff to extend and enrich their skills and to further enhance their professional development. The qualifications started and/or achieved and training attended in this period were as follows:

<b><u>CPD Activities</u></b>
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.)
Writing SAR & QIP
Staff meeting on Ofsted readiness
Understanding ESFA Funding rules
Functional Skills EV feedback
Moving tutors to Outstanding
Standardisation of Marking, embedding various skills, effective written feedback reporting safeguarding.
NCS Archiving
Ofsted feedback
Changes to Functional Skills qualifications
Providing Effective written feedback
Embedding Maths, Eng, ICT
Completion of CIAG level 4
Networking
Resolving learner track issues
Dealing with Extremism
Internet Security

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<b>Diploma of Education and Training</b>
<b>Phonics Course</b>
<b>Learning walk feedback</b>
<b>Fire Warden (Fire Marshal Training)</b>
<b>Equality and Diversity</b>

### **MATRIX ACCREDITATION:**

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2018 ATN undertook an Annual Continuous Improvement Check in the Matrix standard for information, advice and guidance. ATN will next be due for Matrix re-accreditation in October 2019.

### **QUALIFICATION ACCREDITATION**

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

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

- Functional Skills Mathematics
- Functional Skills Information and Communication Technology (ICT)
- Education and Training (Level 4)

### **ACTIVITIES AUGUST 2018 – JULY 2019**

In the year 2018 – 2019 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)**

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

Highly effective teaching, learning & assessment methods and resources inspire and challenge students and meet their different needs.	Assessment feedback is an area to improve which should help learners to maximise their learning.
Student feedback is extremely positive regarding all aspects of ATN life	Further improve assessment sample writing.
<i>Excellent outcome rates across the curriculum area</i>	Further improve employment rate
Effective performance monitoring of learner progress and achievement.	Improve the pass rate of learners from African and Black/ Black British background.
Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students.	Provide further learning programmes that have suitable breadth, depth and relevance so that they meet the further needs and interests of current learners and employers, nationally and in the local community.

#### **Highly effective teaching, learning & assessment methods and resources inspire and challenge students and meet their different needs.**

High-quality teaching and learning is at the heart of the organisation. ATN is singularly focused on creating the best outcomes for all of our learners and we recognise the crucial role of excellence in teaching, learning and assessment in enabling learners to thrive. By fostering a supportive, inclusive and aspirational environment that embraces best practice in teaching, learning and assessment, we strive to continually improve the student learning experience leading to higher levels of student attainment and success.

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ESOL EV report identifies that learners have regular opportunities to revise their assessment plan and 2 S/L assessments were observed by the EQA and 1 candidate interview took place who was positive and gave good feedback about staff.

“The candidate gave some very positive feedback and was very happy studying at the Centre. ‘I’ve been studying since last year. I come here 2 times a week from 9:30 - 2:30pm. My teacher is (name) lovely and I like her as she explains things no matter how many times you ask. She has patience. I have learnt many things. My problem is spellings but since I started this course, this has improved than before. We get homework and bring it in for her to mark. She marks and gives feedback. She lets me know where I have made mistakes.” (ESOL EV report, 16/5/2019)

97% of learners have agreed that achievement of personal learning goals was either good or outstanding.

### **Exceptional support provided to learners experiencing multiple disadvantages**

Teaching challenges students, many of who come to ATN having experienced multiple disadvantages and with few or no qualifications, but who make rapid progress going on to meet or exceed their learning goals. ATN deliver programmes which enable our learners to meet and exceed their aspirations, ensuring that each individual achieves to the best of their ability. Our courses are highly relevant and future-focused, shaped by the needs of employers and learners and delivered by staff that are passionate, knowledgeable and committed. Tutors inspire and challenge students and plan for individual needs exceptionally well and teaching strategies and resources reflect and value the diversity of students’ experience, helping them to develop their understanding of people and communities beyond their immediate experience to challenge stereotypes.

“The tutor confirmed that one learner had problems with eye sight and was being supported with additional help such as enlarging resources, making appropriate seating arrangements, etc.” (Learning walk report, 5/12/2018)

### **Rigorous internal QA system and robust processes lead to high quality teaching, learning and assessment**

Observations were carried out by ATN’s QA team as well as co observations with the quality manager from RUTC. These have validated ATN’s processes and confirmed the rigour of our internal quality assurance. In 2018-2019 overall there were 10 tutors in scope of OTLA. 90% of staff took part in an observation of teaching learning and assessment and 100% were awarded either outstanding or good. 22% were outstanding.



OTLA Profile				
Staff Observed	Outstanding	Good	Requires Improvement	Inadequate
9	22%	78%	0%	0%

**Excellent outcome rates across the curriculum area**

Overall Pass rate for the curriculum areas remains the same as the previous 2 years with 96% achieving the outcomes. The following courses performing the strongest:

- *ESOL Speaking and Listening – 99%*
- *Functional Skills in Maths – 98%*

	2016/17	2017/18	2018/19
Starts	517	534	578
Retention rate	90%	98%	96%
Pass rate	96%	96%	96%
Achievement rate	87%	94%	92%

Outstanding achievement rates for the following qualifications.

- ICT – 95%
- Functional Skills in Maths – 95%
- ESOL Speaking and listening – 94%

**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.

In 18/19 ATN appointed a new safeguarding team, consisting of a designated safeguarding lead (DSL) and 3 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.

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## **Partnership with HAFLS**

### **Strengths**

1. Consistently improving outcome rates across the curriculum area
2. Effective 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.
3. Increase in employment rate by 4% compared to 17/18.

### **Areas for improvement**

1. Improve achievements of different groups including females and learners with disability.
2. Further improve outcome achievement of Functional Skills in English qualifications.
3. Further improve tutor feedback to learners following S/L assessments.

### **Leadership & Management – *managing safeguarding, staff CPD, curriculum planning***

Leadership and management are good. Senior Management Team have established a clear vision reflected in the strategic plan, which sets out the direction and priorities of the organization and guides curriculum planning. Trustees hold senior leaders to account for all aspects of performance. ATN's curriculum is designed to develop linguistic competence and the employability skills of all our learners and offer robust progression opportunities. Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment. *“Adult Training Network Limited was found to have made ‘significant progress’ across the board after establishing a curriculum that closely meets the needs of learners and employers in the local area.”* (<https://feweeek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/>).

All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. A majority of tutorial staff have achieved Masters level qualifications such as MA in Applied Linguistics and English Language Teaching, but invariably have also achieved DET, PTTLS and CELTA. 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.

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**Outcomes for Learners – *achievement rates, soft outcomes, IAG provision***

	2016/17	2017/18	2018/19
<b>Starts</b>	<b>84</b>	<b>216</b>	<b>207</b>
<b>Retention rate</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>
<b>Pass rate</b>	<b>87%</b>	<b>88%</b>	<b>88%</b>
<b>Achievement rate</b>	<b>80%</b>	<b>81%</b>	<b>82%</b>

Proactive, day to day, involvement and timely intervention in all aspects of ATN’s activities by senior managers leading to good outcome achievements. *Overall Pass rate for the curriculum areas remains almost similar to the previous 2 years with 88% achieving the outcomes, with Certificate in ESOL skills for life qualifications performing the strongest at 91% pass rate and 85% of achievement rate. In 16/17 pass rate was 87%. In 2018/19 achievement rate increased by 1% and achieved 82%. In 16/17 achievement rate was 80%. Overall retention rate also remains the same as previous year’s 93%. However, in 16/17 this was 1% lower at 92%. Compared to the previous years, Functional Skills qualifications gained a remarkable 47% increase in the pass rate and 31% increase in the achievement rate although retention rate (80%) is 20% lower than previous year’s 100%.*

Similar to the previous year 75% of learners had positive progression with 10% obtaining employment. In 2017/18 employment rate was 6% that was 4% lower than 18/19. Employment rate was 2% lower in 16/17 at 8%.

**Teaching Learning and Assessment – OTLs, RARPA**

Observations were carried out by ATN’s QA team as well as co observations with the staff from HAFL quality team. These have validated ATN’s processes and confirmed the rigour of our internal quality assurance. In 2018-2019 overall there were 3 tutors in scope of OTLA. 100% of staff took part in an observation of teaching learning and assessment and 100% were awarded good.

OTLA Profile				
Staff Observed	Outstanding	Good	Requires Improvement	Inadequate
3	0%	100%	0%	0%

Progress and achievement on non-accredited learning programmes were effectively managed through RARPA process. RARPA moderation report 22/1/2019 identifies numerous good practices. “Collection of worksheets in folders, neatly presented”. ILPs are well completed. Learning outcomes on the ILPs are clearly differentiated. There is constructive feedback on the ILPs”

**Personal Development and Welfare – Behaviour, safeguarding, support**

ATN provides excellent opportunities for learners to improve their economic and social well-being. Good development of independent learning skills identified in OTLAs. “Learners were encouraged to go to libraries and borrow cookery books. Tutor had brought some cookery books containing recipes and asked learners to look through for sample recipes.” (OTLA report 20/2/2019). 92% of learners have agreed that they had improved their confidence at the end of the course compared to the start. (End course survey, Jul 2019)

**Pass, achievement and attendance and Equality and Diversity measures.**

	2018/19	2017/18	2016/17
Starts	207	216	84
Retention rate	93%	93%	92%
Pass rate	88%	88%	87%
Achievement rate	82%	81%	80%

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Overall pass rate (88%) remained the same as in 17/18. Non regulated ESOL programmes had the highest pass rate of 92% and Functional Skills in English had the lowest at 80%. This trend has been identical in the previous year in which Functional skills qualifications had the lowest pass rate (78%) compared to accredited ESOL programmes (84%) and non-accredited provisions (100%). There is a 2% increase in the pass rate of Functional skills qualifications compared to 17/18 and this rise is +47% in comparison with 16/17. One of the main factors contributing to the higher pass rate is the additional learning time, approximately 2 weeks (30GLH), provided to the learners at Level 1 & 2 following their live assessment results to prepare for resits.

However, there is a decline of 8% in the pass rate of non-accredited learning programmes in 18/19. Other reasons for lower pass rate need to be further investigated. In 16/17 ATN did not deliver any non-accredited learning programmes.

### **Buckinghamshire Adult Learning**

#### **Emerging strengths in 2018/19**

1. Excellent pass rate for all qualifications.
2. High quality teaching, learning and assessment with 100% of tutors receiving “either outstanding or *good*” grades in OTLAs.
3. Good performance management and professional development of staff across the organisation
4. Excellent promotion of health and safety, safeguarding and equality and diversity

#### **Emerging areas for Improvement in 2018/19**

1. To further Improve learner progression into employment
2. To support learners to gain work experience through volunteering
3. Improve target setting skills of members of staff
4. Provide further learning programmes that have suitable breadth, depth and relevance such as traineeship or level 3 qualifications.

**Outstanding outcomes for learning programmes** - There were a total of 35 enrolments in 2018/19. All learners were enrolled for either Functional skills in Maths or English highlighting how ATN has responded to the needs of a diverse

local community. Learners develop a range of skills for life including English and Maths as appropriate for their individual needs and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications.

Functional skills in Maths qualifications accounted for 80% of adult enrolments and 20% of learners were enrolled on Functional Skills in English. All learners retained made outstanding progress during their programme compared with their starting points. 33 out of 35 starts have gained full qualifications and this translates into a pass rate of 100% which is the same as last year's. Compared to 17/18 this year retention rate has increased by 2% and is 94% which helped to improve overall achievement by 2%. Currently the achievement rate is 94%.

Functional skills in Maths qualification has outstanding pass rate of 100%. However, achievement rate has dropped by 4% to 96% from previous year's 100%. Functional skills in English has a pass rate of 100% and achievement rate of 86%, which is an increase of 8%. Retention rate for Functional Skills in English is also 86%.

Positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance - Leaders have established thorough arrangements to support teachers to improve their teaching. Evaluations of the quality of teaching are based on a broad range of evidence, including frequent QA audits, formal lesson observations, 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 supported by frequent and varied sources of gathering student feedback.

**Consistently good quality of teaching, learning and assessment including provision of employability skills, information, advice and guidance** - The Teaching profile across the centres remains good and is improving. Overall there were 2 teachers in scope in 18/19 and 50% received an observation grade citing them as outstanding and remaining 50% as good.

Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate
2	1	1	0	0
	50.00%	50.00%	0.00%	0.00%

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Audits 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. According to an OTLA report (14/6/2019) 92% of learners believe that their progress was beyond their expectations and the remaining 8% of learners agreed that they had progressed in accordance with their expectations.

**Almost all learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity** - Majority of learners demonstrate exemplary behaviour creating a culture that promotes tolerance and celebrates diversity. Teachers, managers and students alike work hard to abide by the high standards expected at ATN and as a result similar to 17/18 no incidence of poor behaviour reported. Learners' behaviour continues to be cited as a positive feature in lesson observation reports. 'Tutor's relationship with the learners helped her to create an excellent classroom atmosphere where each learner enjoys what they learn. Tutor keeps motivating, through support for weaker ones and challenging the stronger learners, irrespective of their ability. Learners comments included: *"we are very happy with our teacher. She is very good and has a lot of knowledge about Maths & English"*. This is an indicator for how learners value their learning experience and support from their tutor. (OTLA report, 28/3/2019)

### **Barking and Dagenham College**

#### **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

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- Increase the opportunities for learners to gain voluntary work experience

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.

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. 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.

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.



	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 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).

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.

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## 2017/18 - 2018/19

<b>Starts</b>	<b>120</b>	<b>160</b>
<b>Pass rate</b>	<b>93.57%</b>	<b>97.18%</b>
<b>Achievement rate</b>	<b>88.12%</b>	<b>86.25%</b>
<b>Retention rate</b>	<b>94.17%</b>	<b>88.75%</b>

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.

Good improvement in employment rate- 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.

### ESFA Direct Delivery

#### Key Strengths

- Strong leadership and management has a positive impact on teaching and learning outcomes and ATN's sustainability as evidenced by the very good results obtained for the majority of learning programmes.
- Establishment of a curriculum that closely meets the needs of learners and employers in the local area.
- The quality of teaching and learning is good and Retention, Pass and Achievement Rates are all very good.
- Very effective use of embedded job search and work preparation skills into the curriculum.
- Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity.

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## **Key Areas for Improvement**

- Improve Achievement rate by 1% to 93% or greater.
- Improve on into Employment and Volunteering Rate by 3.4% to 12% or greater
- Narrow the Female to Male Achievement arte imbalance by 6% to 10% or less
- Attract a greater number of learners with special educational needs and/or disabilities and ensure accurate reporting of learner disability.
- Develop and deliver Digital Skills qualifications courses
- Capture Wellbeing and self-confidence improvements from learner satisfaction surveys
- To develop quality processes and reporting in line with the new inspection framework (Intent, Implementation, Impact)

ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn gaining good outcomes for all groups of learners. For 2018/2019 the overall Achievement Rate is 92.19%, an increase on the previous year of 8.6% (2017/18 Achievement Rate 83.6%) and the Pass Rate is 97.52%, an increase on the previous year of 4.6% (2017/18 Pass Rate 92.9%) and both very significantly above the national Minimum Standards. Ofsted confirmed ATN's focus on improvement and our systems stating in the report, "Leaders and Managers understand the main strengths and weaknesses of their provision. They have put in place robust processes to evaluate their programmes and have taken appropriate actions to meet targets set in improvement plans."

The Teaching profile across the centres is good. Overall there were 3 teachers in scope delivering on the ESFA Direct Contract in 2017/18 and all received observation grades citing them as outstanding (1/3 – 33.3%) or good (2/3 – 66.7%). All of the observations were for classes being delivered on this Direct Delivery contract and they covered all three subject areas, ESOL, Functional Skills English and Functional Skills Mathematics.

<b>Number of Tutors observed</b>	<b>Outstanding</b>	<b>Good</b>	<b>Requires improvement</b>	<b>Inadequate</b>
<b>3</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
	<b>33.3%</b>	<b>66.7%</b>	<b>0%</b>	<b>0%</b>

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. "All learners participated actively in various classroom

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activities, which were very interesting and appealing to each learner.” (OTL Report 14/09/2018) “J used images and actions, to elicit vocabulary items in relation to healthy eating. She used a power point presentation and encouraged learners to identify what is happening in the slides and provide reasons why certain foods are good or bad.” (OTL Report 14/09/2018). “All learners took part in various activities well and achieved most of the objectives of the lesson. S has used a range of resources, which were designed by her to support session content and promote learning. They all seemed to be very confident and active.” (OTL Report 05/12/2018). There was also evidence of good differentiation within classes and use of Learner support staff, “S helped less capable learners through one-to-one support and graded questions in addition to using an ALS effectively to work with the least competent learners.” (OTL Report 06/02/2019)

During their time at ATN the majority of learners improve their self-confidence and wellbeing and become more self-assured individuals. This is evidenced through the high rates of internal progression and as well as other positive progression gained by ATN leavers. 103 of the 128 enrolments (80.5%) progressed onto further learning, which is a 11.3 % increase over the 2017/18 figure of 69.2%. In addition, 2018/19 ATN had 10 (7.8%) learners progress in to employment, excluding 1 learner (0.8%) take up a volunteering position.

Learner Satisfaction Survey responses from all those completing courses show the response to the following questions were, given four choices of Outstanding, Good, Satisfactory, Inadequate:

How would you rate advice and guidance you received prior to enrolment?  
(Outstanding 85%, Good 14%, Satisfactory 1%)

Please rate the quality of support, advice/guidance you received throughout your course? (Outstanding 88%, Good 12%)

How would you rate safety and respect you experienced during the course?  
(Outstanding 91%, Good 8%, Satisfactory 1%)

ATN had an Achievement rate of 92.19% which was 8.59% increase over the 2017/18 figure of 83.6% and a Pass rate of 97.52% which was an increase of 4.62% over the 2017/18 figure of 92.9%. These outcome rates compare very favourably with national rates. The Pass and Achievement rates for each subject were; ESOL Award in Skills for Life Speaking & Listening – Pass rate 100% Achievement rate 75.00%; ESOL Certificate in Skills for Life (Full Award) Pass rate 93.75% Achievement rate 93.75%; Functional Skills English – Pass rate 97.14% Achievement rate 91.89%; Functional Skills Mathematics – Pass rate 98.28% Achievement rate 96.61%.

In 2018/19 there were 128 enrolments on adult learning programmes, 16 (12.5%) ESOL S&L, 16 (12.5%) ESOL Full Award 37 (28.90%) English and 59 (46.09%)

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Mathematics. 121 (94.53%) learners completed their course with 7 (5.47%) withdrawals. 118 (97.52%) passed and 3 (2.48%) did not pass.

The overall Retention rate was 94.53% which was an increase of 4.53% over the 2017/18 figure of 90.0% and by subject this was 75.00% for ESOL Speaking & Listening, 100% for ESOL Full Award, 94.59% for English and 98.31% for Mathematics.

The Retention Rate was 100% for 5 of the 9 courses, 92.91% for 1 course, 90.91% for two courses and 75.00% for one course. The Course with 75.00% retention was a 'beginners' ESOL Entry 1 Speaking & listening Course which started with 16 learners but had 4 drop outs, 2 left through ill health, 1 left the area and 1 went to prison. The other 3 learners that dropped out were because, 1 had issues with a pregnancy, 1 through ill health and 1 moved from the area.

The Pass rates across all courses were excellent with 6 of the 9 courses having 100% pass rates and in each of the other 3 courses only one learner was unsuccessful on each course, only 3 learners that completed their courses did not pass.

## **EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)**

### **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 5/10/2018 and 31/10/2019. The External Verifier commented as follows:

The Adult Training Network continued to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from various funding bodies. There were 3 External Verifier sampling activities from ESOL, Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths as well as ICT qualifications were verified by City and Guilds in October 2018 and October 2019. The ESOL EV visit was undertaken in May 2019.

This was a well planned and organised visit. The Centre have a robust QA system in place and this was evident throughout the day. The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members.

EQA agrees with IQA decisions on the verified sample in the English; Reading, S/L, Writing and Maths; however S/L assessment writing skills need development as these only include comments by the candidates. The IQA needs to develop his feedback to assessors showing suggestions/improvement and weaknesses in the S/L observation reports.

The FS topics for S/L at higher levels needs to challenge candidates. It was evident from the sample that chosen topics were not challenging enough for candidates working on Level 1 & 2.

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### *EV report on ESOL Qualifications*

The centre was recommended for Direct Claim Status for ESOL Speaking and Listening & Full Award qualifications following the sampling process carried out by Ms Jabeen Ashiq, the External verifier from City and Guilds on 16/5/2019.

The External Verifier commented as follows:

An excellent visit. The monitoring visit for the 4692 was a well planned and organised visit. Records were organised and made readily available for the EQA. EQA would like to thank the team for such a well planned and organised visit as always. Clear instructions were given by the interlocutor. EQA agreed with all IQA decisions of portfolios sampled on the date. 2 Live Observations in S/L took place on the day for 2 candidates in E3.

Candidate discussed interests in working in a cafe for the future. She currently works as a babysitter. Assessor feedback was weak and needed more detail. This needs development to include areas for progression with suggestions. IQA feedback to both staff members was impressive and included instructions giving, time allocated and pace conducted. Areas for improvement included option to verbally record answers opposed to written; good suggestions.

Encouraging feedback provided. Areas for improvement included points where the learner was supposed to talk about the skills that they have already had. Interlocutor to re-phrase the questions.

IQA feedback to assessor was constructive. He mentioned that the feedback was too short and questions needed to be re-phrased to save the learner from feeling demotivated. Suggestions to call her and reassure her with positive feedback and to in the future to make sure that the learner knows this before leaving the room. This was good.

The candidate gave some very positive feedback and was very happy studying at the Centre. Enjoy being here. It is lovely and I have made friends. When you are staying at home, you don't realise that there are people who are also struggling with English. I am a professional machinist for Nigerian Clothing and am currently working as a cleaner as I have childcare commitments. I would like to attend fashion and designer courses for the future. I would like to take this opportunity to thank people like yourself who are helping me'.

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### **EV report on ICT qualifications**

*EV verification activity for ICT qualifications took place on 19/3/2019 and the EV identified that:*

Evidence sampled today has met the outcomes at the relevant levels – both assessment and IQA is in place and has provided confirmation of successful outcome. There is a clear Assessment & IQA strategy in place which is comprehensive and informative – the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation – no issues identified. There are no issues with registration or certification.

### **DWP Lone Parents Programme**

DWP funded Launch Pad Extra started in Southall in May 2019 followed by two deliveries in Hayes and one in Hounslow. The programme was designed for lone parents and the main focus was to find suitable jobs for clients who were either further away from the job market, had a long gap in employment, no previous work history or were unable to work due to childcare.

Clients were supported with help and advice on improving their job searches and applications, CVs, telephone techniques, interview skills and employability skills. Workshops were delivered on confidence building, motivation and keeping positive. One to one careers advice and guidance and tailored mentoring was offered. Voluntary work placements were arranged in the sector of interest.

Clients were assisted in searching and applying for suitable jobs that either offered flexible hours or school hours. For some clients who were interested in full-time jobs, information on available childcare support was provided. Better off calculations were conducted to motivate and encourage clients into employment. A total of 42 clients were referred and 14 secured paid employment.

### **FUTURE DEVELOPMENTS & PRIORITIES**

The board of trustees of ATN have reaffirmed their priorities for the next development plan period to include high quality teaching and learning and stronger economic growth. To achieve this ATN will strive hard to source funding opportunities and 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.

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The long-term relationship that exists with Richmond upon Thames College will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from Barking and Dagenham College, ESFA, HAFL and Bucks county councils. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall especially in the areas of apprenticeship and traineeship.

## **Enrichment activities and Testimonials**

### **Visit to local library**

26<sup>th</sup> March 2019

Learners from BDC Functional Skills Maths Entry 2 class participated in an enrichment activity, where they visited West Ealing Library. We all left ATN, Southall at 11.30am. The health & safety induction was given to the learners and health & safety and risk assessment forms were completed prior to leaving the centre. A copy of attendance register was taken. There were no special or additional needs learners.

Everyone was very excited and at the library, they were given a tour and books relevant to their educational backgrounds and interests were pointed out to them, which included a number of dual language books. They were shown the computers that were available with internet facilities which they can access as members.

Learners were made aware of a number of future events that are being organised locally and were encouraged to attend. The information booklet was given to all of them.

Learners found the tour very informative. They found the books marked with different colours to represent different levels very useful. Most of them found the dual language books very interesting. They also showed interest in the upcoming events like 'World Health Day: Stroke Awareness'

Some of the learners who visited the library for the first time and did not hold a library card took the opportunity to register. They were assisted by the tutor in filling the registration form. On receiving their cards, they decided to borrow several books. Others, who were already registered were browsing through some of the books and also decided to borrow them. They were amazed to know that they can use their library card in 30 different libraries.

Reading time was given to all the learners where they sat individually as well as a group and enjoyed reading various books quietly.



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Additionally, all of the learners were encouraged by their tutor to visit the library as often as they can and borrow books. They were informed about the benefits of regular reading. Everyone was reminded of the rules of borrowing and the importance of returning books on time to avoid fines.

Overall, it was a very educational trip for learners. They explored a variety of books, read them, registered with the library and borrowed books. They were all very pleased with the trip and thanked their tutor.



**Learners with the 'What's on' guide**



**Learners at the West Ealing Library**



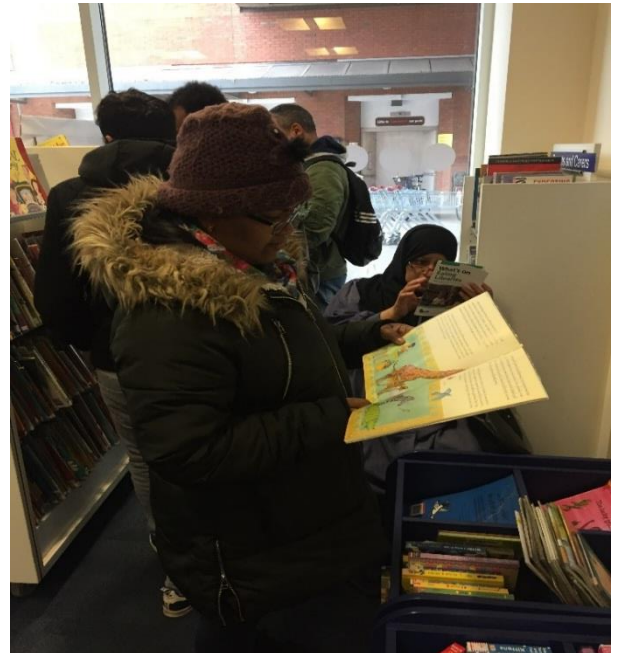
**Learners being welcomed by the librarian**



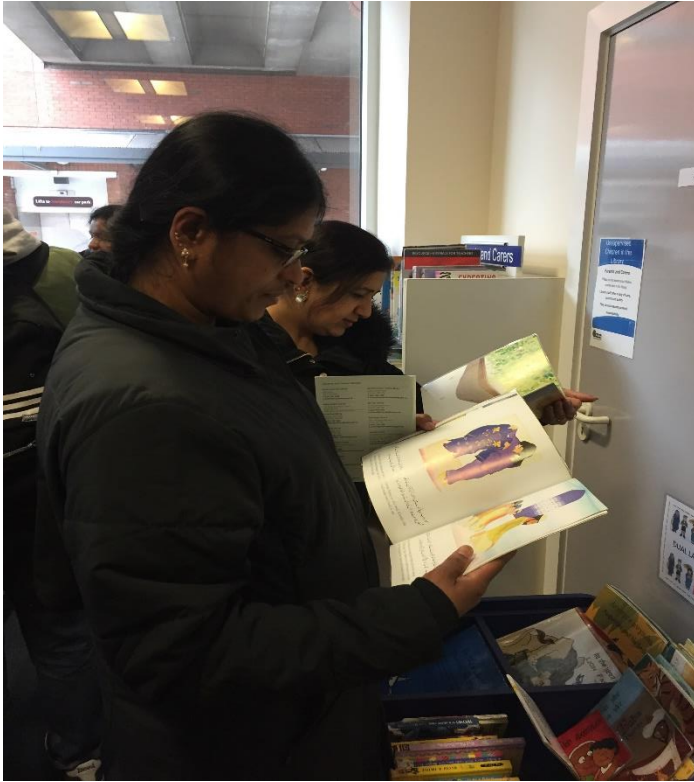
**Learners shown around the library**



Learners enjoying reading time



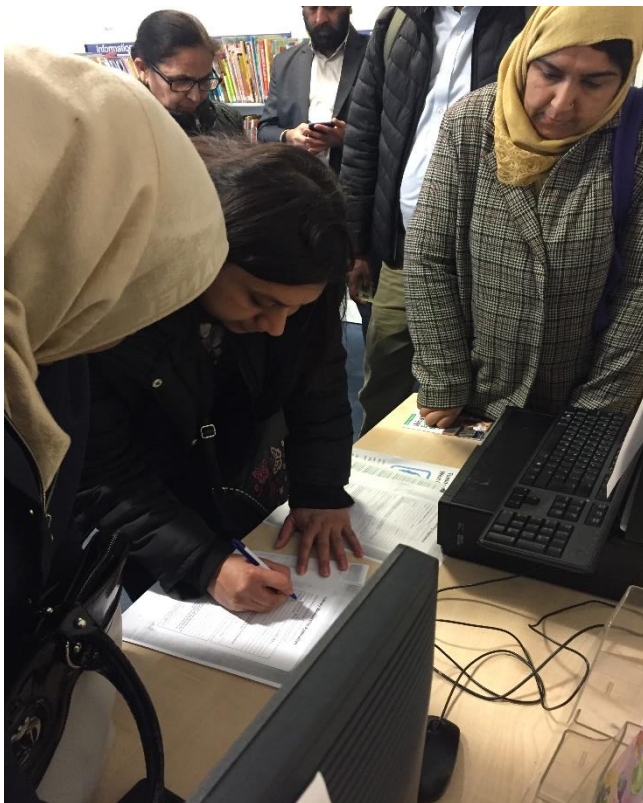
Learners enjoying reading time



Learners reading dual language books



Learner helping peer with reading



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**Tutor assisting learner with registration forms information**



**Learner receiving his new library card**

**Learner looking at leaflets for**



**Learner borrowing books**

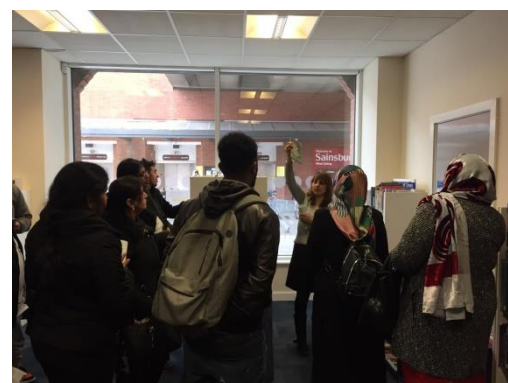
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# Visit to West Ealing Library

**Class: ESOL Entry 1 Full Award**

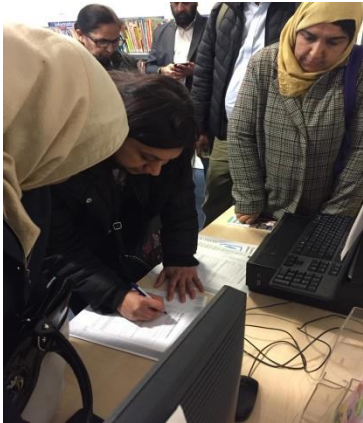
**Number of learners: 12**

Today, the learners visited West Ealing Library as an enrichment activity. All learners were very keen and excited about the trip. For some of the learners, this was their first visit to a library in the UK. We left from ATN at 11:30am and took a bus to West Ealing. After we arrived, one of the library staff gave learners a tour of the library and talked them through the various sections of the library books and IT Facilities the learners could access as members. She also explained that the learners can use their library card in any of the libraries in Ealing borough and they can get the books issued and returned at any library as per their convenience. She also explained about **What's On** leaflet in the libraries and why it is worth looking and reading for. What's On leaflet provides the information for upcoming events or talks being held in the library on topics related to health and general awareness. Anyone can attend these events as per their preference and most of these events are often free. Learners found this very informative and it was something entirely new for them.



During the talk, the learners were also explained that the books with green dot are the easy read and are good for first readers. These books have more picture illustrations and less text and then there are intermediate and higher level books with less picture illustrations and more text. This information was extremely beneficial for learners and they started browsing through the sections as per their abilities and preference.





Few learners already had the library card; other learners were very keen to get theirs made. Although the library was busy at that time, yet the staff agreed to help us sort the library membership for the learners. Teacher helped learners fill up the forms and they got their library cards made.



Some of the learners got some books issued to read at home. Everyone seemed very happy and it turned out to be a memorable experience for all of us!



*We all learnt something new Today !*

## Learner Success Story

<b>Learner Name:</b> M E	<b>Contact number:</b>
<b>Email:</b>	
<b>Course studied:</b> ESOL Entry 1	
<b>Dates of study:</b>	
<b>Partner Name:</b> ATN/RUTC	<b>Location:</b> ATN Southall
<b>Learner Achievement/Qualification gained:</b> Course ongoing	
<p><b>Why did you choose this training provider?</b></p> <p>I was referred by my work coach at Ealing jobcentre to attend ESOL course at ATN. When I arrived at ATN I received a very warm welcome and I undertook English and Maths tests that confirmed that I am an Entry 1 student. I also received initial advice and guidance. I was enrolled by ATN's administrator and I was informed about the times and days I need to attend.</p>	
<p><b>What did you enjoy about the course? – E.g. support from tutors, location etc.</b></p> <p>I am loving my course. My tutor is very supporting and always helps us. I have learnt so much. My tutor took us all to the Job Show and encouraged me to apply for a Care Worker position. I applied and was invited for an interview. I attended the interview and I have been offered the job. I am very grateful to everyone at ATN for the course and for this opportunity.</p>	
<p><b>What are you planning to do next?</b></p> <p>I am still attending my course and will be starting my training during October half term. My job will be working on Saturdays and Sundays. This will enable me to improve my English and work at the same time.</p>	
<p><b>How has this course helped you?</b></p> <p>The course has given me a lot of confidence. I am able to speak better than before and can listen and understand others with more ease than before. I am very happy that I came to ATN.</p>	
<p><b>Any other comments? e.g. Have you had to overcome anything to get to where you are today?</b></p> <p>I had lack of confidence and language problem but ESOL classes have helped me greatly. It gave me the confidence to attend the interview for Care Worker position.</p>	

Are you happy for us to publish your story? Yes  No

Learner signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Learner Success Story**

<b>Learner Name:</b> SN	<b>Contact number:</b>
<b>Email:</b>	
<b>Course studied:</b> ESOL Entry 3 Speaking & Listening	
<b>Dates of study:</b>	
<b>Partner Name:</b> RUTC/ATN	<b>Location:</b> Southall
<b>Learner Achievement/Qualification gained:</b> ESOL Entry 3 Speaking & Listening	
<b>Why did you choose this training provider?</b> I was referred by my Work Coach from Ealing jobcentre earlier this year to enrol on ESOL course at ATN. I completed my ESOL Entry 2 and gained many skills. I progressed to next level and have successfully completed it. I have enjoyed coming and learning at ATN.	
<b>What did you enjoy about the course? – e.g. support from tutors, location etc.</b> I have learnt a lot from the course. My speaking and listening skills have improved. I feel more confident. I like my classmates. They are all very friendly and helpful. My teacher is very supportive. I have been pushed constantly to do better in class. The ATN centre is very close to my home. It takes only 10 minutes by bus to get here.	
<b>What are you planning to do next?</b> I have a career goal to work as a domestic gas engineer. I have enrolled in the college and will be starting my training on 28/10/2019. I have also secured a part-time job as a Kitchen Assistant at Loghmeh Persian Restaurant in Fulham. My future plan is to gain my domestic gas engineering certificate and work full-time. I would also like to join evening English classes and improve my language skills further.	
<b>How has this course helped you?</b> I have gained the skills to communicate well. I can speak a lot better and more fluently. This has boosted my confidence and I applied for the domestic gas engineering training.	



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**Any other comments? e.g. Have you had to overcome anything to get to where you are today?**

I have really enjoyed attending ATN and completing my ESOL Entry 2 Full Award and ESOL Entry 3 Speaking & Listening.

**Are you happy for us to publish your story?    Yes        No**

**Learner signature** \_\_\_\_\_ **Date:** 20/7/2019

### **Learner Success Story**

<b>Learner Name:</b> D B	<b>Contact number:</b>
<b>Email:</b>	
<b>Course studied:</b> Launch Pad Extra	
<b>Dates of study:</b>	
<b>Partner Name:</b> ATN/DWP	<b>Location:</b> ATN Southall
<b>Learner Achievement/Qualification gained:</b> Passed	
<b>Why did you choose this training provider?</b> I was referred to this programme by my work coach at Ealing jobcentre. I have been out of work since June 2016 and I came to the programme seeking support in securing employment.	
<b>What did you enjoy about the course? – E.g. support from tutors, location etc.</b> I enjoyed being motivated and supported by my Adviser and meeting other single mothers like myself. The programme delivered everything that it promised. It was very helpful and informative.	
<b>What are you planning to do next?</b> I have been offered a position as an Apprentice Nursery Nurse at Twinkle Totz Nursery.	
<b>How has this course helped you?</b> I was supported in searching for suitable jobs and preparing for job interview. I was introduced to apprenticeships and how I can benefit from working, getting paid as well as studying for a qualification. I always wanted to work as a	

Childminder/Nursery Nurse but never thought it was possible as my work history and education was in secretarial sector. But this programme made it possible for me to not only apply but secure the apprenticeship.

**Any other comments? e.g. Have you had to overcome anything to get to where you are today?**

I am a lot happier now and would like to say that you are doing a great job!

**Are you happy for us to publish your story?      Yes         No**

Learner signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Learner Success Story**

<b>Learner Name:</b> T M	<b>Contact number:</b>
<b>Email:</b>	
<b>Course studied:</b> Launch Pad Extra	
<b>Dates of study:</b>	
<b>Partner Name:</b> ATN/DWP	<b>Location:</b> ATN Southall
<b>Learner Achievement/Qualification gained:</b> Passed	
<b>Why did you choose this training provider?</b>	
I was referred by my work coach at Ealing jobcentre to this programme to get support in securing employment.	
<b>What did you enjoy about the course? – E.g. support from tutors, location etc.</b>	
I felt 100% supported by my Employability Adviser throughout my course. I received one-to-one support in searching for jobs, applying for suitable jobs, telephone techniques as well as interview skills. My adviser always motivated us and boosted our confidence.	
<b>What are you planning to do next?</b>	
I have been offered a full-time job at The Sofa & Chair Company as Sales Support. It is my dream job.	
<b>How has this course helped you?</b>	
The course has enabled me to secure the kind of job I had been struggling to secure from last four years. I am a single parent and was unsure of my options. Through this course I realised the help and support that I can access whilst in full-time employment.	
<b>Any other comments? e.g. Have you had to overcome anything to get to where you are today?</b>	

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I was going through a phase of low esteem and lack of confidence before being referred to this course. The course enabled me to regain my confidence and boosted my self-esteem.

**Are you happy for us to publish your story?**      **Yes**       **No**

Learner signature \_\_\_\_\_ Date: \_\_\_\_\_