

### Curriculum Area Self-Assessment Report 2018/19

Curriculum Area(s):	Adult Skills (ESOL/ICT & Functional skills in English/Maths)
Author:	Jojoy Varghese
Version and date:	Version 1
Overall Grade:	2

Starts	Entry level 1-3	Level 1	Level 2	Level 3	HNC/HND	Total
Students with high needs						
16-18 students study programmes						
Adult students	440	67	68			575
Total overall						575

<b>SUMMARY OF KEY STRENGTHS &amp; AREAS FOR IMPROVEMENT</b>	
<b>Key Strengths</b>	<b>Key Areas for Improvement</b>
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.

<b>Effectiveness of leadership and management</b>		<b>Quality of teaching, learning and assessment</b>		<b>Personal development, behaviour and welfare of students</b>		<b>Outcomes for students</b>	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
Good		Good		Good		Good	
<b>Effectiveness of 16 to 19 study programmes</b>		<b>Effectiveness of adult learning programmes</b>		<b>Effectiveness of apprenticeship programmes</b>		<b>Overall</b>	
Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade	Self Assessed Grade	Validated Grade
N/A		Good		N/A	N/A	Good	

Grades: Outstanding, Good, Requires improvement, Inadequate

## 1) QUALITY OF TEACHING, LEARNING AND ASSESSMENT

### Points to consider when making judgements. (Ensure all judgements can be supported by evidence)

- How do teaching, learning & assessment methods and resources inspire and challenge all students and meet their different needs?
- How are students supported to achieve their learning goals, both in and between learning sessions?
- How effective is Initial / Diagnostic assessment in identifying students' support and additional learning needs?
- How do staff work with students to ensure that teaching, learning and assessment enables all students to make good progress and prepare for their next steps?
- Do staff assess students' progress frequently and reliably and provide constructive feedback to help them improve?
- How well do staff promote equality and diversity?
- How well are students supported to develop their skills in English, mathematics & ICT as well as with their employability skills?
- How does student feedback and survey results on Teaching, Learning & Assessment compare to 2017/18?
- What are the key strengths, areas for development and comments from the lesson observation reports?
- How are all students challenged so that their different needs, including the most able and the most disadvantaged, met? What is the impact?
- Do staff have appropriate expertise to support students or specific groups of students?
- How well are learning resources, including assistive technology, used to support students to overcome their barriers to achieving their learning goals?
- Are students given opportunities to develop their independence, improve their communication skills and make relevant personal choices and decisions? If so what is the impact of this?

- How well do students' progress towards further learning, vocational training and independent living, where appropriate? Give examples of destinations and numbers of students progressing
- Are procedures for recognising and recording students' progress and achievement rigorous and purposeful and support achievement for all students? If so, how and what is the impact?
- How well do staff work with students and employers or other partners to ensure that teaching, learning and assessment enable students to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals? Where applicable, what has been the impact (provide examples of those obtaining employment where possible)?
- ***Please ensure to provide specific judgements relating to Access courses, Higher Education, Apprenticeship, High Needs and other Adult provision where applicable***

**Examples: Key strengths**

<b>Judgement</b>	<b>Evidence</b>
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.

	<p>“It is acknowledged that there was good stretch and challenge in this part of the session for the more capable learners (be careful not to substitute with the more willing to speak) to share elements of the homework and forthcoming project.” (Learning walk report, 22/1/2019)</p> <p>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.</p> <p>‘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)</p> <p>97% of learners have agreed that achievement of personal learning goals was either good or outstanding.</p>
<p>Exceptional support provided to learners experiencing multiple disadvantages</p>	<p>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</p>

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.

Support is exceptionally good at ATN. To facilitate learning support ATN appointed 2 additional learning support assistants at Southall site. Almost all learners who had declared disability achieved the qualifications. This helped to create an inclusive learning environment where the large number of students declaring a disability or learning difficulty achieve almost as well as other students. Pastoral and tailored support offered by tutors and all staff from across ATN is critical for many students. Students comment that "Teacher (name) *is very good. She is very calm and makes sure we understand everything.*" (OTLA report, 18/3/2019). Support clearly contributes to the excellent achievement rates for all students.

"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)

	<p>“Tutor has supported learners with differentiated worksheets, effective pairing for discussions and graded questions. This has helped to stretch learning and challenge the highly capable learners as well as provide adequate support to less competent learners.” (Observation report, 18/3/2019)</p>															
<p>Rigorous internal QA system and robust processes lead to high quality teaching, learning and assessment</p>	<p>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.</p> <table border="1" data-bbox="1037 820 2031 1082"> <thead> <tr> <th colspan="5">OTLA Profile</th> </tr> <tr> <th>Staff Observed</th> <th>Outstanding</th> <th>Good</th> <th>Requires Improvement</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>22%</td> <td>78%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	OTLA Profile					Staff Observed	Outstanding	Good	Requires Improvement	Inadequate	9	22%	78%	0%	0%
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<p>Student feedback is extremely positive regarding all aspects of ATN life</p>	<p>ATN provides excellent individualised, person-centred and ‘scaffolded’ support for students. Staff are highly qualified and have good participation in professional development which helps raise standards to exceptional levels.</p> <p>“Very effective verbal developmental feedback in the session.</p>															



Written feedback is very positive and encouraging and in the sampled portfolio the majority of the feedback does relate to the learning aims. Good practice is to connect the feedback to each learning outcome.” (learning walk report, 22/1/2019)

All learners were very happy about their learning. They praised their learning experience and skills and knowledge of their tutor. Learner comments included the following:

“We are very confident now.

“We can get a job after improving our English and Maths Skills”

“We don’t want to go to another class...we like our teacher”

“ATN is a safe place” (OTLA report, 18/3/19)

99% of learners rated the quality of teaching they received on their courses as outstanding or good (Satisfaction survey result July 2019).

97% of learners have rated the quality of support, advice and guidance they received throughout the course as either outstanding or good.

<b>Examples: Key areas for development</b>	
<b>Judgement</b>	<b>Evidence</b>
Assessment feedback is an area to improve which should help learners to maximise their learning.	EV comments on the ESOL qualifications have indicated that assessor feedback was basic, brief and generic and not individualised to support learners to improve. Ensure positive and detailed feedback is provided to the candidates' immediately after all S/L (ESOL EV report, 16/5/2019).
Further improve assessment sample writing.	ESOL EV has highlighted importance of improving SL assessment sample writing skills of assessors. "Monitor good written examples of performance across all assessors to be consistent." (ESOL EV report, 16/5/2019).

## 1) OUTCOMES FOR STUDENTS

### Points to consider when making judgements. (Ensure all judgements can be supported by evidence)

How do Pass; Achievement and Retention Rates compare to 2016/17 and 2017/18?

What are the Highest and Lowest Value Added Scores (ALPS/LPUK) across the curriculum area?

How well do students make progress during their programme compared with their starting points, with particular attention to progress by different groups of students?

Are there any significant variations in the achievement of different groups of students? If so what are these and what is being done?

How do the % High Grades compare with 2016/17 and 2017/18?

To what extent do students enjoy learning and make progress relative to their prior attainment and potential?

What evidence do you have of students' progressing to relevant further learning or employment?

How well do High Needs students who follow mainstream qualifications make progress and achieve, compared with all students on the same programme? How well do these compare with 2016/17 and 2017/18?

Do students who have severe and complex special educational needs and/or disabilities gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment? If so how well and give examples and stats

Are there any significant variations in the achievement of different groups of students, e.g. male/female; ethnicity; Learning Difficulty, etc.? How well do these compare with 2016/17 and 2017/18?

Do students and groups of students make substantial and sustained progress towards their agreed learning goals?

Are Retention rates high for all groups of students?

Are any gaps in the progress or retention of groups with similar starting points closing?

Do students progress swiftly to higher levels during their learning programmes?

How many students complete their full learning programmes?

How many achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship, or are more independent in their personal lives or their communities?

Please ensure to provide specific judgements relating to Access courses, Higher Education, Apprenticeship, High Needs and other Adult provision where applicable

<b>Examples: Key strengths</b>			
<b>Judgement</b>	<b>Evidence</b>		
<i>Excellent outcome rates across the curriculum area</i>	<p><i>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:</i></p> <ul style="list-style-type: none"> <li><i>ESOL Speaking and Listening – 99%</i></li> <li><i>Functional Skills in Maths – 98%</i></li> </ul>		
		<b>2016/17</b>	<b>2017/18</b>
	<b>Starts</b>	517	534
	<b>Retention rate</b>	90%	98%
	<b>Pass rate</b>	96%	96%

	<b>Achievement rate</b>	87%	94%	92%																					
<p>Male learners have made significant improvement of +8% to obtain 91% of achievement rates.</p>	<p>Outstanding achievement rates for the following qualifications.</p> <ul style="list-style-type: none"> <li>• ICT – 95%</li> <li>• Functional Skills in Maths – 95%</li> <li>• ESOL Speaking and listening – 94%</li> </ul> <p>Most learners achieved and made progress relative to their starting points and learning goals. Learners made excellent progress in relation to their learning aims and objectives. Thorough initial assessment processes led to attainable and aspirational programme goals. Compared to previous years female learners continued to gain higher pass (97%) and achievement rates (94%). Male learners have improved significantly to gain 91% of achievement rate in relation to previous year's 83%.</p> <table border="1" data-bbox="801 903 1632 1257"> <thead> <tr> <th>Status</th> <th>Female</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td><b>Passed</b></td> <td><b>97%</b></td> <td><b>96%</b></td> </tr> <tr> <td><b>Achieved</b></td> <td>94%</td> <td>91%</td> </tr> <tr> <td><b>Not Achieved</b></td> <td>1%</td> <td>1%</td> </tr> <tr> <td><b>Partial</b></td> <td>1%</td> <td>1%</td> </tr> <tr> <td><b>Pending</b></td> <td>2%</td> <td>1%</td> </tr> <tr> <td><b>Withdrawn</b></td> <td>3%</td> <td>2%</td> </tr> </tbody> </table>				Status	Female	Male	<b>Passed</b>	<b>97%</b>	<b>96%</b>	<b>Achieved</b>	94%	91%	<b>Not Achieved</b>	1%	1%	<b>Partial</b>	1%	1%	<b>Pending</b>	2%	1%	<b>Withdrawn</b>	3%	2%
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<p>Effective support for students who needed additional learning support to become more independent and make positive progress.</p>	<p>As a result of adverse experiences and a lack of opportunity, learners often require more support to break down real and perceived barriers to learning. At ATN this is achieved through building strong relationships with partner organisations and individuals. Partnership with organizations such as Asian Family Counselling service, Citizens Advice Bureau, Black Sisters, JCPs, local employers, other training providers, and bespoke course offer continues to work effectively, ensuring provision is created to meet specific student need. Effective IAG ensures that students' progress onto further study with ATN or other providers.</p> <p>Students with mental health conditions, learning difficulties and/or disabilities, and those recovering from drug and alcohol abuse are effectively supported to become more independent and make positive progress. All such learners had an additional learning support plan which were closely monitored by teaching staff and quality team. 100% of QA audits identify that each class had identified additional learning support needs of the learners.</p> <p>20% of learners had a declared disability. 100% of them achieved the qualifications.</p> <p>“Written feedback is available on worksheets. They are constructive and effective. Reviews on ILPs are also effectively used to provide feedback to learners. All learners agreed that in addition to written feedback they get verbal feedback from their tutor and they value this very much.” (Learning walk report, 5/12/2018)</p>
<p>Good enjoyment of learning and learners make progress relative to their prior attainment and potential.</p>	<p>Learning opportunities are carefully and effectively planned to suit the needs of adult learners, particularly those who have experienced disadvantage, so that they can progress at an appropriate pace from entry level courses to more substantial</p>

	<p>study at level 1 and 2 which lead to relevant qualifications and progression or into the workplace.</p> <p>An OTLA report identifies, “All learners seemed to be delighted about their learning and the tutor. Learners were praised and motivated for their efforts. Learners encouraged and praised each other about their progress and attempts to contribute in the class. For example learners commented, “it is important to learn Maths. Good for getting jobs. We can apply for jobs in shops now.” (OTLA report, 6/2/2019)</p> <p>97% of learners have rated achievement of personal learning goals as outstanding or good.</p> <p><i>“The tutor clearly set high standards, making verbal corrections to learners’ mistakes and providing positive affirmation when learners tried hard. This was effective for almost all learners participated confidently. “ (Learning walk report, 5/12/2018)</i></p>																		
<p>Progression, particularly to higher level courses is very good.</p>	<p>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.</p> <table border="1" data-bbox="801 1007 1809 1361"> <thead> <tr> <th data-bbox="801 1007 1386 1082"><b>Progression</b></th> <th data-bbox="1386 1007 1594 1082"><b>Progressed Learners</b></th> <th data-bbox="1594 1007 1809 1082"><b>Percentage</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="801 1082 1386 1126">( EDU 4 ) Other FE Full-Time</td> <td data-bbox="1386 1082 1594 1126">1</td> <td data-bbox="1594 1082 1809 1126">0%</td> </tr> <tr> <td data-bbox="801 1126 1386 1171">( EDU 5 ) Other FE Part-Time</td> <td data-bbox="1386 1126 1594 1171">5</td> <td data-bbox="1594 1126 1809 1171">1%</td> </tr> <tr> <td data-bbox="801 1171 1386 1246">( EMP 1 ) Paid employment for 16 hours or more per week</td> <td data-bbox="1386 1171 1594 1246">15</td> <td data-bbox="1594 1171 1809 1246">3%</td> </tr> <tr> <td data-bbox="801 1246 1386 1321">( EMP 2 ) Paid employment for less than 16 more per week</td> <td data-bbox="1386 1246 1594 1321">8</td> <td data-bbox="1594 1246 1809 1321">2%</td> </tr> <tr> <td data-bbox="801 1321 1386 1361">( EMP 3 ) Self employed</td> <td data-bbox="1386 1321 1594 1361">2</td> <td data-bbox="1594 1321 1809 1361">0%</td> </tr> </tbody> </table>	<b>Progression</b>	<b>Progressed Learners</b>	<b>Percentage</b>	( EDU 4 ) Other FE Full-Time	1	0%	( EDU 5 ) Other FE Part-Time	5	1%	( EMP 1 ) Paid employment for 16 hours or more per week	15	3%	( EMP 2 ) Paid employment for less than 16 more per week	8	2%	( EMP 3 ) Self employed	2	0%
<b>Progression</b>	<b>Progressed Learners</b>	<b>Percentage</b>																	
( EDU 4 ) Other FE Full-Time	1	0%																	
( EDU 5 ) Other FE Part-Time	5	1%																	
( EMP 1 ) Paid employment for 16 hours or more per week	15	3%																	
( EMP 2 ) Paid employment for less than 16 more per week	8	2%																	
( EMP 3 ) Self employed	2	0%																	

	( NPE 1 ) Not in paid employment, Looking for work and available to start work	58	11%
	( NPE 2 ) Not looking for work	6	1%
	( VOL 1 ) Voluntary work	3	1%
	At Home	22	4%
	ill Health	8	2%
	Moved Out Of The area	1	0%
	Other Training Programme	2	0%
	Pregnancy	1	0%
	Progression With ATN	336	63%
	Unknown	65	12%
	Total	533	
	<p>The progression data indicate that 70% of learners had positive progression into further learning, paid employment and voluntary work. 63% of learners have progressed within ATN which shows that ATN is a desired choice for most learners to continue their preferred education. During 18/19 25 learners gained employment, which is 5% of enrolments.</p>		
Effective performance monitoring of learner progress and achievement.	<p>“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)</p> <p>The performance of different groups of students is carefully and systematically monitored with swift action where any gaps in performance are evident. This results</p>		



in there being little difference in the levels of achievement by different groups. Good outcome achievement rate by all learners from various ethnic backgrounds. Outstanding pass rate (100%) for learners from English/ Welsh/Scottish/British/, Pakistani, Mixed/Multiple ethnic group, Bangladeshi, any other white background and learners from any other ethnic background.

ETHNIC ORIGIN	PASSED	ACHIEVED	PARTIAL	NOT ACHIEVED	WITHDRAWN
AFRICAN	88%	88%	0%	0%	0%
ANY OTHER ASIAN BACKGROUND	98%	93%	0%	1%	5%
ANY OTHER ASIAN/ASIAN BRITISH	96%	94%	1%	1%	2%
ANY OTHER ETHNIC GROUP	100%	83%	0%	0%	17%
ANY OTHER WHITE BACKGROUND	100%	100%	0%	0%	0%
ARAB	97%	91%	1%	0%	6%
BANGLADESHI	100%	100%	0%	0%	0%
BLACK/BLACK BRITISH/ANY OTHER BLACK BACKGROUND	83%	83%	0%	17%	0%
BLACK/BLACK BRITISH-AFRICAN	92%	91%	5%	3%	1%
ENGLISH/ WELSH/ SCOTTISH /NORTHERN IRISH/ BRITISH	100%	92%	0%	0%	8%
INDIAN	98%	95%	0%	0%	2%
MIXED/MULTIPLE ETHNIC GROUP	100%	75%	0%	0%	25%
PAKISTANI	100%	95%	0%	0%	5%

	<p>In 18/19 Quality team implemented a new RAG rating tool to identify learner progress and achievement. This has helped the tutors to recognize the learners at risk and support them effectively.</p>
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<b>Examples: Key areas for development</b>	
<b>Judgement</b>	<b>Evidence</b>
Further improve employment rate	Employment rate remains the same at 5% as the previous year's. However, this was 10% in 2016/17.
Improve retention rate of learners from mixed/multiple ethnic groups.	Current statistics show that the withdrawal rate is the highest for learners from mixed/ multiple ethnic group and this is 25%. Improve the retention rate to achieve 80%.
Improve the pass rate of learners from African and Black/ Black British background.	2018/19 Data show that learners from African (88%) and Black/ Black British background (83%) had the lowest pass rate. The expected pass rate for African learners is 90% and Black and Black British learners is 86%.

## 2) PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

### Points to consider when making judgements. (Ensure all judgements can be supported by evidence)

To what extent do students take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work?

What proportion of students benefit from purposeful work-related learning?

How well do students develop their personal, social and employability skills?

Do students feel safe and have a good understanding of how they can raise concerns if they do not feel safe?

How well do students attend learning sessions and/or work regularly and punctually?

How well does the area promote all forms of equality and diversity?

How well are British values promoted?

Give reference to specific safeguarding arrangements to keep learners safe, where appropriate.

What Information, advice and guidance is in place to support learners with their career planning / next step?

What impact has this had?

How well do students develop skills to enhance their employability and independence in their everyday lives in real-life situations, including meaningful work experience, and how well do they take an active part in their local communities? Give examples and stats wherever possible

Are students confident and do they conduct themselves well, according to the requirements of the learning programme or workplace?

Have students developed personal, social and employability skills, as relevant to their learning programme? If so how well have these been developed?

Have there been any bullying incidents during the year? How were these resolved? What arrangements are in place to prevent this re-occurring?

To what extent is healthy living promoted in the area? How is this delivered? What impact has it had?

How many 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Warnings were issued? How effective has the Disciplinary process been in retaining “at risk” learners and supporting them to successfully complete their course? Give details and statistics where appropriate

How many Red/Amber learners successfully completed their course? How effective were strategies to move Red students to Amber; Amber students to Green? Give examples where appropriate

Please ensure to provide specific judgements relating to Access courses, Higher Education, Apprenticeship, High Needs and other Adult provision where applicable

**Examples: Key strengths**

Judgement	Evidence
Effective integration of equality and diversity, healthy eating, British values.	<i>“As a result of one of the learner’s response, a naturally occurring opportunity arose to discuss British Values and aspects of equality in living in the UK which lead to an animated discussion about whether it’s Ok to be different and also do we as individuals want more equality.” (Learning walk report, 22/1/2019 )</i>

	<p>The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. ATN offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and equality and diversity within society.</p> <p>TLA assessment and the wider college environment promote and exemplify the College's commitment to equality and diversity. Publicity images, learning materials and displays across ATN are representative of the centre's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. Regular displays in the main entry point at Hayes centre and the posters on the classroom walls and corridors in Southall centre promote awareness of diversity issues.</p> <p>ATN celebrated equality and diversity day in October 2018. In addition celebration of achievement was held in March 2019. There were presentations on various topics such as British values, Equality and diversity, safeguarding, Prevent etc. which helped learners to consolidate their understanding of these topics.</p>
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	<p><i>“Course folders audited identifies good embedding of e&amp;d, British values, safeguarding etc. in the form of various themes around shopping, induction, etc.</i></p> <p><i>Classroom was arranged effectively to include the learners from the diverse background. All the learners are aware of the key concepts relating to equality and diversity such as the need to respect each other’s culture, religion, race, colour, etc.” (OTLA report, 6/2/2019)</i></p>
<p>Strong partnerships impact very positively on students gaining access to provision at ATN through working together providing individuals opportunities to improve their life chances.</p>	<p>ATN provides excellent opportunities for learners to improve their economic and social well-being. The college ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. ATN also offers work experience to its learners through the partnerships established with the local employers and charities. Learners use 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.</p> <p>The progression data indicate that 70% of learners had positive progression into further learning, paid employment and voluntary work.</p>

	<p><i>“We are very confident now. We can get a job after improving our English and Maths Skills. We don’t want to go to another class. ..we like our teacher ATN is a safe place.” (OTLA report, 18/3/2019)</i></p>
<p>Processes and practices are effective to monitor attendance and punctuality.</p>	<p><i>ATN’s management and staff at all levels are strongly committed to improving attendance. Staff work hard to promote a culture of high attendance. Attendance rate for 18/19 is 88%.</i></p> <p><i>“No learner was late today. Lateness is challenged effectively as tutor always liaises with admin staff to phone learners who are late or absent. Administrator and learners confirmed the same.” (Learning walk report, 5/12/2018)</i></p> <p><i>“Robust process exists to tackle issues in relation to attendance and punctuality. Information regarding absentees passed to the admin office within 30 minutes from the start of the lesson and learners are contacted. Admin and tutors liaise with learner’s JCP advisors to ensure all learners attend sessions regularly and maintain excellent punctuality.” (learning walk report, 22/1/2019)</i></p>
	<p>Good promotion of Safeguarding and Equality and diversity which helps learners feel safe and are safe and</p>

<p>Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students.</p>	<p>manifestly enjoy and benefit from the promotion of equality and diversity and safeguarding.</p> <p>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.</p> <p>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.</p> <p>According to the learner satisfaction survey 81% of learners believed that safety and respect they</p>
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	<p>experienced during the course at ATN was outstanding. A further 16% thought this was good. (Learner satisfaction survey Jul 2019)</p>
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<b>Examples: Key areas for development</b>	
<b>Judgement</b>	<b>Evidence</b>
<p>Increase the number of enrichment activities for the welfare of learners especially to promote a healthy lifestyle.</p>	<p>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.</p>
<p>To improve recording of non-academic achievements of learners such as success stories and case studies.</p>	<p>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).</p>

#### 4) EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

##### Points to consider when making judgements. (Ensure all judgements can be supported by evidence)

- *What is the level of expectation set in the area - how do you secure and sustain improvements to teaching, learning and assessment through CPD, lesson observation and performance management in order to tackle weakness and promote good practice?*
- *How do you use the views of students, employers and other stakeholders to make improvements?*
- *What priority is given to the provision of English and mathematics?*
- *How effectively do you monitor the progress of groups of students so that none is disadvantaged or underachieve?*
- *Staff appraisals - are these all complete? How many and if timely? What examples do you have of where this has helped staff to improve? Have you had staff on any capability issues, coaching or mentoring etc.?*
- *How have you set high expectations for both staff and students? Give examples such as challenging target grades for students or challenging yet realistic targets for staff*
- *How have you helped improve teaching learning and assessment – give overall figures of how many staff have been observed, how many action plans complete etc.*
- *Attendance at CPD- give figures and impact*
- *Overall outcomes from the on programme and exit survey, put in the stats and the areas that have improved and those that require improvement*
- *How have you used the learner rep system, has this been effective, do you need to improve this, do you give feedback to students who have raised concerns?*
- *Include any employer feedback if this is relevant, again use stats if available*
- *How have ensured there are no achievement gaps? If there has been any, what are you doing about this?*
- *How well is English and maths developed and what is the impact?*

- *How well do students participate in good quality and individually tailored learning programmes that lead to paid employment where appropriate, including to supported internships, traineeships and apprenticeships and/or greater independence in their everyday lives. Give examples and stats*
- *Is all specialist support, including speech and language development, behaviour management and physiotherapy co-ordinated? If so, how well is this done? What is the impact?*
- *How well do staff work with partners, such as local employer networks, local authorities or employers to ensure that the provision is relevant to local employment opportunities and supports local and national priorities? What has been the impact?*
- *How well do the adult learning programmes enable students to overcome their barriers to employment? Include destinations and types of employment, use case studies, etc.*
- ***Please ensure to provide specific judgements relating to Access courses, Higher Education, Apprenticeship, High Needs and other Adult provision where applicable***

**Examples: Key strengths**

<b>Judgement</b>	<b>Evidence</b>
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 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. Students are set ambitious, but realistic targets which ensures exemplary conduct and outstanding outcome achievement. This is evidenced by the continual very high pass rates. Overall pass rate is same as previous 3 years at 96%.

	<p>The focus on student welfare, within and outside of the learning environment, alongside an atmosphere that supports personal resilience and a sense of well-being is central to the student experience. Students feel listened to and say that:</p> <p>“They have become younger and love learning.”  “ATN has helped us a lot. We are confident and can do things independently.”  (excerpts from learner speech on Celebration of achievement day, 15/3/2019)</p>
<p>Excellent performance management is underpinned by highly effective CPD which enables staff to develop their practice and potential leading to the provision of a very good service to students, which is recognised in the very high rates of student satisfaction.</p>	<p><i>“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&amp;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.”</i>  (Functional Skills in English and Maths EV report, Oct 2018)</p> <p>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.</p>

	<p>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 PTTLS, CELTA, level 4 Education &amp; Training in the specialisms of ESOL and Functional Skills.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Staff training &amp; review of Policies – (E&amp;D, Safeguarding, H&amp;S, Information security, Code of Conduct, Prevent &amp; British values, OTLA, whistle blowing, fraud prevention, Business Ethics, Quality Charter, etc.)</li> <li>• Providing Effective written feedback</li> <li>• Understanding ESFA Funding rules – Sep 2019</li> <li>• Moving tutors to Outstanding – 1/10/2018</li> <li>• Standardisation of Marking, embedding various skills, effective written feedback, reporting safeguarding.</li> <li>• NCS Archiving</li> </ul>
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	<ul style="list-style-type: none"> <li>• Prevent</li> <li>• Ofsted readiness</li> <li>• Embedding Maths, Eng, ICT</li> <li>• Networking</li> <li>• Resolving learner track issues</li> <li>• Dealing with Extremism</li> <li>• Internet Security</li> <li>• Safeguarding vulnerable adults and children</li> <li>• Understanding Launch pad (Lone parents) project compliance requirements</li> <li>• Understanding the Universal Credit changes</li> <li>• Understanding new Functional Skills Qualifications</li> </ul>
<p>Highly effective focus on teaching, learning and assessment by management and this nurtures a culture of consistent development of good teaching.</p>	<p>The clarity and openness of communication on the strategic plans and priorities of the college 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.</p>

	<p>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.</p> <p>According to the learner satisfaction survey result (July 2019) 71% of learners believe that their achievement of personal and learning goals were outstanding and a further 25% rated this as good.</p>
<p>Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times</p>	<p>“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.”  <a href="https://feweek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/">(https://feweek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/)</a></p> <p>The basic skills qualifications (Functional skills in English &amp; Maths, ICT and ESOL ) offered at ATN is a</p>

	<p>priority for up-skilling, which has been documented by government and echoed by local employers. The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including local and national economic and social contexts. Similar to 2017/18 ATN's management and staff continued to hold meetings with local job centres, refugee councils, libraries, various religious centres such as mosques and gurdwaras and ethnic minority groups to identify potential learner needs and interests. ATN also used information gathered through learner satisfaction surveys to further amend and adapt the learning programmes to suit the interests and needs of the learners, especially to deliver higher level qualifications (level 1) in Functional Skills.</p> <p>Most learners worked closely with the careers advisers working at Hayes and Southall centres who have regularly provided career advice and guidance. Labour market information was updated on a daily basis. Many learners felt valued and greatly satisfied during their learning programmes at ATN as they believe that the courses will enable them to obtain their life goals such as getting employments in desired area of work.</p> <p>According to the learners satisfaction survey 95% of learners rated the advice and guidance they received prior to enrolment as outstanding or good.</p>
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<p>Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students.</p>	<p>“All learners are aware of how and who to report safeguarding/prevent issues. They gave the names of safeguarding lead and deputy.” (Learning walk report, 22/1/2019).</p> <p>Similar to the previous years, safeguarding remains 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.</p> <p>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.</p>
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	<p>“All learners expressed their views about safety of their learning environment. Learner comments included to the question, “do you feel safe here?” “yes, it is a very safe place...no problems at all.” Good accommodation well laid out. Learning is enhanced. Professional and safe learning environment with a good emphasis on H&amp;S. All learners are seen to work with due care to health and safety and are aware of their responsibility to others. Learners also knew who the safeguarding lead and deputies are and how to report an incident.” (OTLA report 6/2/2019)</p>
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<b>Examples: Key areas for development</b>	
<b>Judgement</b>	<b>Evidence</b>
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.	Currently the range of provision is good and the curriculum offer has been reviewed and updated across all sites to ensure that it reflects the changing cohort and the range of desired outcomes. However, learner feedback and staff meetings identify that ATN should consider higher level qualifications such as Level 3 and traineeship as further likely destination of our learner group.
Further improve relationship with stakeholders leading to increasing employment rates and higher education.	Further develop relationships with local authorities and employers nationally and locally, to ensure the best use of each site and to deliver programmes that increase students' opportunities for employment and independence. Current employment rate is 5%.
Add variety and range to the CPD activities offered to support learners to improve achievement rates and staff to gain further qualifications.	CPD records identify that the professional development sessions were mainly internal workshops, which are repetitive in nature rather than supporting staff to gain qualifications. This evidences the need for adding variety and range to the type of training sessions arranged for staff.