
ANNUAL REPORT

AUG 2019- JUL 2020



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

Staffing

In the period 5 August 2019 – July 2020, ATN Southall employed a total of 22 staff members, who served various programmes funded by RUTC, Wandsworth Council and Buckinghamshire County Council. It included the Director, Centre Manager, one full time administrator, one part time administrator, one lead Quality Assurer, an Outreach Officer, five ESOL/Functional Skills tutors, one part time ICT tutor, one Finance Coordinator, one part time cleaner, one full time HR and a full time Network Engineer.

In Hillingdon (ATN Hayes) there were a total of seven members of staff employed to serve the RUTC, Buckinghamshire County Council and Slough Borough Council programmes. It included 2 part time administrators, three part time ESOL/Functional Skills tutors, one full time ICT tutor, 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: 3 part time tutors to deliver ESOL and Digital Skills programmes, 2 outreach officers and an administrator.

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 we continued to provide support to our tutors and other members of staff to extend and enrich their skills and to further enhance their professional development. Some of the key CPD activities attended by the staff in this period were as follows:

PD Activities

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

Understanding reformed Functional Skills

Understanding ESFA Funding rules

Understanding Ofsted Framework

Matrix readiness

Equality and Diversity

Apprenticeship Framework

Centre assessment grading

Gaining Gateway Accreditation for Digital Skills Qualifications

Safeguarding and safety Webinar

Target Setting

Conducting online sessions on Zoom

Providing Effective written feedback

Level 3 Award Assessing vocational qualifications

Level4 Award in IQA

Understanding Language Acquisition and comprehensible input

Taskbased Teaching and Task supported teaching

PPP VS Task based teaching of English

| |
|---|
| MSC in Counselling |
| Diploma in Mindfulness |
| Delivering online sessions effectively |
| Equality and Diversity |

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:-

| |
|---|
| Functional Skills English Entry |
| Functional Skills English level |
| Functional Skills Maths Entry |
| Functional Skills Mathematics |
| Business Administration Advanced Apprenticeship (Level 3) - England |
| Business Administration Intermediate Apprenticeship (Level 2) - England |
| Intermediate Apprenticeship in Customer Service (Level 2) (England) |
| Advanced Apprenticeship in Customer Service (Level 3) (England) |
| Level 2 Diploma in Business Administration |
| Level 3 Diploma in Business Administration |
| Diploma in Business Administration (Unit Route) |
| ITQ Certificate for IT users (Level 2) - UNIT ROUTE |
| ESOL Skills for Life full-mode qualifications |
| ESOL Skills for Life full-mode qualifications (top up) |
| ESOL Skills for Life single-mode qualifications |
| Entry Level 3 Award and Certificate for IT Users (Start IT - iTQ) |
| ITQ Certificate for IT users (Level 1) - UNIT ROUTE |
| ITQ Level 3 for IT users |
| ITQ Level 2 for IT users |
| ITQ Level 1 for IT users |
| Functional Skills English |
| Functional Skills Mathematics |
| Education and Training (Level 4) |

ACTIVITIES AUGUST 2019 – JULY 2020

In the year 2019 -2020 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:

| SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT | |
|--|--|
| Key Strengths | Key Areas for Improvement |
| <i>Learning, teaching and assessment are consistently good leading to high outcome rates and overall development of learners.</i> | Further training is required on the use of assessment topics for tutors to improve their assessment practices. |
| Tutors use excellent differentiation strategies which support all levels and learning styles to further develop their skills and competence. | Further improve embedding of online learning for lower entry level qualifications. |
| High quality teaching as a result of tutors' considerable teaching experience and professional qualifications. | <i>Learners with disability and without disability do not progress at the same rate. Ensure the support for learners with disability is outstanding.</i> |
| Continue to provide high quality support for students, who needed additional learning support to become more independent and make positive progress. | <i>Achievement on ESOL Full Award qualifications at 71% requires improvement.</i> |

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT

| Key Strengths | Key Areas for Improvement |
|--|---|
| High quality IAG provision leading to achievement of good outcomes. | Lacks an exceptional range of enrichment activities that greatly enrich learner experience at ATN. |
| ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves as well as other stake holders. | The use of digital technology to share information and resources between staff and learners is limited. |
| Standards of learner behaviour are excellent. | |
| ATN is a very safe environment that fosters mental and physical well-being for all its students. | |
| <i>Good support for learners to achieve their personal goals by effectively integrating employability skills development.</i> | |
| Effective monitoring of learner voice that strengthens high quality education. | |

Learning, teaching and assessment are consistently good leading to high outcome rates and overall development of learners.

Learning, teaching and assessment are consistently good. Tutors share ATN's high expectations of achievement appropriate to each learner's needs and individual aims. Tutors are sensitive to each student's needs and they are able to work with a wide range of abilities and backgrounds in the classroom as noted in many lessons observed. Inspiring and challenging teaching methods raise aspirations, cater for students' diverse needs and enable development of their learning skills, career plans and well-being, resulting in overall high pass (94%) and retention (90%) rates although the delivery of learning was affected by COVID 19.

'Tutor embeds employability contents as well as topics relevant to learners' personal and social life into her sessions to cater for the interests and needs of the learners. Learner feedback and their contributions during the lesson suggest that they enjoy their course thoroughly. Most learners commented that this course will help them to "gain employment in retail or warehouse" where they will be able to use their maths skills effectively "especially today's lesson is very useful". (OTLA report, 7/2/20).

The impact from learning with ATN as described by learners included empowerment, progressing towards finding work, more confidence, including to go out and do job applications, and '*I'm starting to do things I've never done in IT, improving a lot*'. The final comment from one learner that summed up the impact from their learning with ATN – '*I feel truly educated when I go outside and can read the newspaper*'. (Matrix report, 8/11/2019).

Good learner engagement and stretching of learning.

In the vast majority of lessons students are engaged, challenged and work collaboratively with their peers. For example in ESOL and Functional Skills in English they are exposed to the target language throughout the whole lesson and use the language in meaningful, communicative activities. When asked, they comment positively on their ability to use the target language outside the classroom. In the more effective lessons, learners have a growing awareness grammar rules. "Yes this is simple present tense. We use to talk about actions that happen everyday" (OTLA report, 6/11/19).

Learners make good progress during their programme leading to the achievement of good outcome rates.

ATN caters for a wide range of learners, from those from very disadvantaged backgrounds with little previous experience of education to those with a strong

academic experience who need to develop their skills further. They all make significant progress during their courses in a way that is appropriate to their circumstances and meets their needs. There have been a total of 521 enrolments. Learners were enrolled for Functional Skills in English and Maths, ESOL and ICT.

Overall Pass rate for the curriculum areas remains good although there is a decline in various outcomes compared to previous years. Similar to 18/19 ICT qualifications had the highest retention (96%), pass(96%) and achievement rates (93%). All qualifications other than Functional Skills in English had very high pass rates above 93%, ESOL Speaking and Listening recording the highest at 97%.

| | 2017/18 | 2018/19 | 2019/20 |
|-------------------------|---------|---------|---------|
| Starts | 534 | 578 | 521 |
| Retention rate | 98% | 96% | 90% |
| Pass rate | 96% | 96% | 94% |
| Achievement rate | 94% | 92% | 85 |

Continue to provide high quality support for students, who needed additional learning support to become more independent and make positive progress.

Many learners have not been in a classroom environment for a long time or have had prior negative experience in learning; for them attending lessons and completing homework is a significant achievement in itself that greatly contributes to their personal, social and academic development. For learners who already have achieved qualifications before and demonstrated a range of academic and subject skills, differentiated approaches and expert teaching ensure that they continue to develop even at an advanced level. 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 course had identified additional learning support needs of the learners.

In 2018/19 20% of learners had a declared disability and in 2019/20 the enrolment of disabled learners increased by 1% with a high retention rate of 95%. Pass (88%) and achievement (84%) rates are also good for this cohort of learners. The quality of support, advice and guidance learners received throughout the course was rated as outstanding by 86% of learners and a further 12% identified this as good.

ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves as well as other stake holders.

ATN has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across various learning programmes. ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves and fosters personal development and academic progression helping them realise their potential and fulfil their ambitions.

Students are confident and self-assured and take pride in their work and many enrol on further learning programmes at ATN. 43% of learners continued learning at ATN in this academic year and a further 33% had to return home despite wishing to pursue their learning due to COVID 19, which has impacted on further progression of learners into positive destinations.

According to learner satisfaction survey 98% of learners have rated the course overall, taking into consideration quality of teaching, achievement of personal goals, quality of support, advice and guidance they received throughout the course, training venue, safety and respect, etc. as either outstanding or good.

Good improvement of learner wellbeing and confidence.

The pride and development of self-confidence and communication skills are evident through the feedback of many students. The OTLA reports identify that learner well-being is a priority at ATN and as a result learners reveal that their confidence increased during their time on the course. 'All learners were very happy about their learning. They praised their learning experience and skills and knowledge of their tutors. 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, 19/11/19)

Outstanding support for learners to achieve their personal goals by effectively integrating employability skills development.

Dedicated qualified Careers Advisers offer one-to-one appointments to learners to prepare them for job interviews or to provide advice on CV building and this is highly valued by students. A careers enrichment day was held in October 19 to promote links between learning and learners' careers. Learners were taken to a job fair held in WestField, Shepherd's Bush. This has helped ATN to continue to gain an employment rate of 5% as the previous 2 year's. Considering the impact of COVID19 worldwide, attainment of similar employment rate as previous years is an impressive achievement. It is expected that there would have been a further increase of 2% in employment rates if COVID19 had not affected lives and economic growth of Britain.

| Employment rate for last 3 years | |
|---|----|
| 2017/18 | 5% |
| 2018/19 | 5% |
| 2019/20 | 5% |

Safety and safeguarding at ATN is effectively maintained.

Learners constantly report that they feel safe at ATN, as evidenced in the learner satisfaction survey analysis. Tutors and Safeguarding officers work proactively on a one-to-one basis with students who present with a range of personal issues, to provide a stable learning environment and adults to whom they can speak in confidence. Health and wellbeing themes are embedded into learning programmes to promote better emotional health and wellbeing. There has not been any reports of bullying or harassment during 19/20.

During the pandemic ATN's management has responded well by adapting various policies and procedures to ensure health and safety of learners was paramount. Safety and respect learners experienced during the course was rated as outstanding by 91% and the remaining 9% have rated this as good (Satisfaction survey result, July 20).

Partnership with HAFL

| What went well in the funding year? | What are the areas of focus for the next funding year? |
|--|--|
| 1. Significant increase (+20%) in the pass and achievement rates (+30%) for learners with disability. | 1. Improving achievement rates for non-accredited programmes |
| 2. Highly effective CPD opportunities support delivery staff to be eminently qualified to levels suitable for their areas of individual expertise and application. | 2. Ensure learners with additional learning support needs receive more effective ALS support using volunteers or by recruiting teaching assistants. |
| 3. Good embedding of e-learning | 3. Availability of funding for qualifications beyond level 2 so that learners can progress within ATN. |
| 4. Student feedback is extremely positive regarding all aspects of ATN | 4. Tutors to provide high quality written feedback that enhances outcome rates for all. |
| 5. Very high employment rate of 20%, which has increased by 10%. | 5. ATN to further develop its digital technology to support learning, including a staff intranet for sharing information and resources which will be benefitted by learners too. |

Leadership and management continue to be good in 2019/20. They provide a clear strategic direction for ATN with regular strategic updates given via SMT and Trustees' meeting agenda items. SMT meetings were held every month until COVID 19 interrupted the operations of ATN briefly. Trustees provide robust challenge and support through regular Trustees meetings. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment

process with culture of self-criticism and the identification of on-going development.

A majority of tutorial staff have very high qualifications such as MA in Applied Linguistics and English Language Teaching, DET, CELTA, etc. In the previous academic year it was identified that there were very few opportunities for staff to attend qualification based CPDs. This improved in 19/20. 100% of tutors completed Level 3 Award in Assessing Vocational competence in addition to attending other professional development activities such as Leading an online session on 'Online job search', Integrating digital platforms for learning, Slido as an assessment tool, Safeguarding and safety, Customer Service Award Level 2, Emergency First Aid at Work Level 3 Award, etc.

Learner feedback collected through satisfaction surveys, reviews and lesson observations identify that most learners were very satisfied that the learning programme met their expectations. *"Course helped a lot. Last year I started volunteering in Dr Barnados. I want to continue learning"* (Good News Story, 5/2/20). Although most learners wish to continue their studies with ATN there is no further funding available. 'The only area identified for improvement by all learners and a partner interviewed, was lack of access to higher level courses for those learners who are keen to progress beyond Level 2, and who want to stay with the same Provider.' (Matrix report, 31/10/19)

Quality of education at ATN continues to be very effective. Teachers mostly plan their lessons well, having developed a good understanding of the skills and knowledge their students need to acquire. They are supported well by managers to become better teachers through a carefully developed programme of professional development that is closely linked to thorough and reflective evaluations of their teaching. According to exit questionnaire analysis 91% of learners rated teaching at ATN as excellent and the remaining 9% identified good teaching.

In 2019/20 ATN continued to achieve good overall pass rate of 84% although there has been a decline of 4% compared to previous years' 88%. Pass rate for accredited learning programmes (88%) were 10% higher than non-accredited learning programmes (78%). ESOL full Award qualifications had the highest outcome rates of 95% pass rate and 83% of achievement rate. Retention rate (87%) for accredited learning programmes was 6% higher than non-regulated learning (81%).

| | 2017/18 | 2018/19 | 2019/20 |
|-------------------------|------------|------------|------------|
| Starts | 216 | 207 | 197 |
| Retention rate | 93% | 93% | 84% |
| Pass rate | 88% | 88% | 84% |
| Achievement rate | 81% | 82% | 71% |

A small proportion of students starting a course needed considerable support in overcoming difficulties often caused by personal circumstances or low levels of English skills. Tutors provide effective personal support, as well as support for students requiring additional help with their studies. There has been significant improvement in the outcome rates of learners with disability (8 learner starts). In the previous academic year pass rate for learners with disability was 67% and achievement rate was 58%. In 2019/20 pass rate (88%) increased by 20% and achievement rate (88%) rose by 30%.

In 2019/20 Chinese (6 starts) and learners from any other ethnic background (18 starts) had the highest achievement rates of 83%. Most number of enrolments were from any other white background (91 starts), who gained a good pass rate (88%). However, Pakistani and Bangaldeshi learners and learners from English / Welsh / Scottish / Northern Irish / British background had low pass and achievement rates as indicated in the table below. Withdrawal rate also remains high for Pakistani and learners from English / Welsh / Scottish / Northern Irish / British background.

Excellent embedding of e-learning was welcomed by most learners. During COVID 19 e-learning gained more prominence at ATN Stevenage Tutors made quick adaptations to their delivery model to ensure most learners continued to utilize their learning opportunities via learning through digital platforms such as Zoom and WhatsApp. ATN ensured e-safety was effectively integrated into

sessions by constantly reminding learners about staying safe online. Achievement and pass rate for online learning was more than 90%.

Staff and learners' behaviour at ATN is exemplary. They treat their environment, staff and other students with respect. 'Very calm, friendly and supportive approach. Non-judgemental and reassuring. It was clear that group had bonded with each other and confident to try things out and ask questions. Very interactive with very good questioning skills. Thoroughly completed paperwork.' (Learning walk report, 18/11/19).

LAG contributes to outcomes of retention, successful achievement and progression, as well as to improved individual 'soft' skills such as confidence, motivation and employability skills. The course has helped me a lot to improve confidence. Before the course I didn't have confidence (Good news story 6/2/20). ESOL Entry 3 course has helped me with getting my driving licence (Good news story 13/2/20). According to end course evaluation 91% of learners agreed that their self-confidence had 'much improved' during 2019/20 An additional 9% of students also identified improvement in their confidence levels.

The diverse range of learners spoken to described ATN as 'like a family', due to the supportive staff and the friends they had made among their peers. Many gave examples of how they had progressed through different courses, and some described how they had been supported to develop their employability skills, a number of who have now commenced employment as a result '(Matrix report, 31/10/2019).

Learning provides learners with the knowledge and skills they need to meet regional employment and training priorities. A more robust curriculum planning process has led to curriculum areas offering qualifications that are relevant to meet local skills gaps. In negotiation with tutors and learners' aspiration realistic levels of achievement is set for each learner. ATN continue to inspire learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. As a result 20% of learners were in employment in 2019/20 out of which 5% gained new employment. This is a very impressive achievement of +10% increase considering the impact of COVID 19 has on job market. In addition, the employment rate in the previous years were 10% (2018/19) and 6% (2017/18) respectively.

| | 2017/18 | 2018/19 | 2019/20 |
|-----------------------------|------------|------------|------------|
| Employment rate | 6% | 10% | 20% |
| Positive progression | 75% | 75% | 70% |

Partnership with Merton County Council

The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including on local and national economic and social contexts. Minutes of meetings and discussions with staff reveal that prior to the commencement of the learning programmes ATN's management and staff held meetings with local job centres, refugee councils, libraries, various religious centres such as mosques and Gurdwaras and local representatives of associations of ethnic minority groups to identify potential learners, their needs and interests, which led to the design of the learning programmes.

Recommendations and advice received during Partnership Business Meetings with Merton Council and quality team also contributed to the planning and delivery of the learning programmes in Mitcham which is relatively more deprived and where delivery is needed. Learner feedback collected through satisfaction surveys, reviews and lesson observations identify that most learners were very satisfied that the learning programme met their expectations. The basic skills qualifications (Functional Skills in English) offered at ATN is a priority for up-skilling, which has been documented by government and echoed by local employers. SOWs and lesson plans identify that learning programmes are very well designed with a focus on development of learners' employability skills.

| Data summary | 2017-18 | 2018-19 | 2019-20 |
|---|----------------|----------------|----------------|
| delete any rows that are not relevant e.g. if you do not deliver accredited provision delete those rows | | | |

| | | | |
|---|-----|-----|--------|
| Contract target number of learners | N/A | N/A | 26 |
| Actual number of learners | N/A | N/A | 26 |
| Number of enrolments | N/A | N/A | 26 |
| Overall attendance rate % | N/A | N/A | 72% |
| Overall retention rate % | N/A | N/A | 92.31% |
| Overall pass rate % | N/A | N/A | 58.33% |
| Overall achievement rate % | N/A | N/A | 53.85% |
| Accredited (ASB) enrolments | N/A | N/A | 26 |
| Accredited (ASB) attendance rate % | N/A | N/A | 72% |
| Accredited (ASB) retention rate % | N/A | N/A | 92.31% |
| Accredited (ASB) pass rate % | N/A | N/A | 58.33% |
| Accredited (ASB) achievement rate % | N/A | N/A | 53.85% |
| Grade for Observations of quality of teaching Total number of tutors = 1 | | | |
| 1: Outstanding | N/A | N/A | 1 |
| 2: Good | N/A | N/A | 0 |
| 3: Requires improvement | N/A | N/A | 0 |
| 4: Inadequate | N/A | N/A | 0 |

According to the minutes of meetings (Jun 20) it was expected that achievement rate would increase by at least 22% if the learners had taken additional learning time to complete the qualifications as well as to undertake resits and outstanding assessments, that were interrupted due to COVID 19 pandemic. Learners were contacted and offered opportunities to undertake learning and assessments in October 2020. However, due to increasing number of COVID cases learners refused to resume learning and assessment. Therefore, the outcome rates remain the same.

Strengths

- High levels of support for learners to help them focus on progression towards their goals. Highly effective teaching, learning & assessment methods and resources inspire and challenge students and meet their different needs. . OTLA grading profile identifies 100% outstanding session where 'all learners participated actively in various classroom activities, which were very interesting and appealing to each learner ' (OTLA report, 18/3/2020). QA folder audit reveals good written feedback on learner work. In addition learner feedback is extremely positive regarding all aspects of ATN, especially about support given to learners.
- Effective embedding of employability skills development within sessions leads to impressive job opportunities for learners. Progression data identify that current employment rate is 12%. Case studies identify that learners were well supported to develop their skills to achieve their personal goals. . "I was supported in searching for suitable jobs and preparing for job interview by my teacher. I was successful in the warehouse job and am enjoying working there." (Case study, 20/3/20)
- Teaching, learning and assessment effectively promotes British Values and raises awareness of equality and diversity. 100% of OTLA and audits identified good promotion of E&D, safeguarding and British values. In addition, majority of learners have good awareness of Prevent and tackling extremism. All staff had undertaken Safeguarding and Prevent mandatory and refresher trainings in 2019/20.
- High quality IAG contributes to outcomes of retention, and improved individual 'soft' skills such as confidence, motivation and employability skills. Learner satisfaction survey analysis reveals that majority of learners (88%) have rated the quality of support, advice and guidance learners received throughout the course as outstanding. Remaining 12% consider this as good.
- Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students. Safety and respect 100%

of learners experienced during the course was outstanding (satisfaction survey analysis 19/20).

- The range of provision offered by ATN was carefully considered and based on a thorough understanding and analysis of a wide range of information including on local and national economic and social contexts. There have been regular meetings with various stakeholders such as local job centres, refugee councils, libraries, various religious centres such as mosques and gurdwaras as well as ethnic minority groups to identify potential learner needs and interests. The Functional Skills qualifications offered at ATN is a priority for up-skilling, which has been documented by government and echoed by local employers.
- Good collaboration with JCPS support referrals and enrolments of learners from deprived areas. 100% of learners enrolled were from deprived wards namely Mitcham, Wimbledon, Norwood, etc.
- Good retention rate of 92%.

Areas for improvement

- Improve pass and achievement rates for those courses interrupted by COVID 19. Currently it is low at 58% and 54% as affected by the pandemic.
- More effective embedding of ICT into Functional Skills in English lessons to enable learners to use online technology for learning.
- Further improve conduct of S/L assessments for Functional Skills qualifications at level 1 and Level 2.
- Improve CPD opportunities for tutors working for Merton Council project
- Improve ALS support to ensure improved qualification achievement.

Focus for Quality Improvement Plan 2020-21

- Undertake outstanding assessments and resits as well as allow additional learning time for those learners who were affected by COVID 19 to achieve their qualifications by 30th October.
- Ensure assessors use challenging activities for FS Skills in English assessments at higher levels by providing them with a bank of assessment activity topics by 30/10/20.
- Arrange CPD activities for teaching staff on embedding ICT into lessons by 26/11/20.

-
- Enrol tutors working on Merton Council project onto assessor as well as IAG qualifications by 18th Dec 20.
 - Ensure learners with additional learning support needs receive ALS support by recruiting teaching assistants by 30/11/2020.

Examples of good practice identified during 2019-20

High quality teaching and learning experienced by learners. OTLA grading profile identifies 100% outstanding session where 'all learners participated actively in various classroom activities, which were very interesting and appealing to each learner ' (OTLA report, 18/3/2020).

Teaching methods, resources and assessment methods motivate, inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged. There are high expectations of learners, who are appropriately challenged by staff to achieve to the best of their potential. A culture of success pervades the organisation, which is reflected in the quality of the learning atmosphere and its resources, which have been effectively financially managed. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. "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. I enjoyed making new friends and going to the classes." (Excerpts from case study 1, dated 27/3/20).

Good embedding of employability skills in lessons. Progression data identify that current employment rate is 12%. OTLA report (18/3/2020) identifies that 'learner needs and interests were carefully considered to design the lesson. All learners are referred by local JCPs to develop their language skills to obtain better employment.' According to learner satisfaction survey analysis 100% of learners have rated achievement of personal learning goals as either outstanding (63%) or good (37%).

Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning. Feedback on learner progress is thorough and timely as well as clear and constructive. Teachers discuss with learners the progress they have made towards their learning objectives and also support them to know what they need to do for further improvement. Students acknowledge this during lesson observations and feedback. All learners attended at least 1 mock assessment during their course before the summative assessment. ILPs were constantly reviewed and audits identify that majority of learners achieved ILP outcomes and targets. Functional Skills EV report (31/10/2019) identify that learners have regular opportunities to review their progress and goals. 'This is completed on an ongoing and 1-1 basis; ILPs and Mid Course

Reviews, Mock Exams are given to learners throughout the programme following the GLH of delivery.'

ATN is highly responsive in its planning to ensure its provision is available to all students. There is proactive and very sound promotion of equality and diversity in the curriculum through a series of themes embedded. For instance, the curriculum raises awareness of the rights and responsibilities of learners to live as equal citizens in community. Learners are encouraged to understand concepts of fairness, dignity, respect and inclusion. Tutors use a range of resources specifically to meet the communication needs of learners with learning difficulties and disabilities. Staff place great emphasis on supporting students to understand information, which is available in a range of formats including text, sign and picture.

The organisation has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations.

100% of OTLA identified good promotion of E&D, British values. In addition, majority of learners have good awareness of Prevent and tackling extremism. Learner satisfaction survey analysis reveals that majority of learners (88%) have rated the quality of support, advice and guidance learners received throughout the course as outstanding. Remaining 12% consider this as good.

Case studies identified during 2019-20

ATN has consistently demonstrated a commitment to provision of quality IAG, both to ensure learners embark on the right level of the right course to give them a foothold to progress on from, and to support with progression opportunities and with any barriers to achieving them. IAG contributes to outcomes of retention, successful achievement and progression, as well as to improved individual 'soft' skills such as confidence, motivation and employability skills. The most recent satisfaction survey revealed that 88% of learners rated the pre-enrolment IAG as well as IAG throughout course as outstanding.

"The programme delivered everything that it promised. It was very helpful and informative. I was supported in searching for suitable jobs and preparing for job interview by my teacher. My teacher did mock interviews with me which gave me the confidence to apply to jobs. I was successful in the warehouse job and am enjoying working there. We also looked at job adverts and resources around the topic of jobs during the course. I am a lot more relaxed at work and at home with my children because I have more knowledge and can speak much better now. " (Excerpts from Case study 2 (20/3/20)

"I am a chef and I was made redundant in my last job. My teacher supported in job skills and really helped me improve my writing skills which I need for the jobs as a chef. It has helped me gain confidence in my writing and reading. It has also helped me think of creative ideas to sell my skills to a new restaurant. I photographed some dishes I made and also put comments and labels on the photos. These will help me when I go for an interview and the employer asks me to describe the type of cooking I am able to do." Excerpts from Case study 1 (28/3/2020)

Partnership with Buckingham County council

Emerging strengths in 2019/20

Responsive CPD programme ensures that staff have good participation in professional development.

The approach to safety and the safeguarding of learners is good

Very thorough observation process supports tutor development effectively and enables good achievement of learning goals.

High quality teaching learning and assessment and IAG contribute to outcomes of retention, and improved individual 'soft' skills such as confidence, motivation and employability skills.

Exceptional learner feedback.

Emerging areas for Improvement in 2019/20

Improve achievement rates by ensuring consistency in the provision of ALS support.

Lacks outstanding technical resources to support the demand of online training

Stretching and challenging of Speaking and Listening activities for Functional Skills in English qualifications at higher levels requires improvement.

Further improve quality of teaching learning and assessment to achieve 'outstanding'.

ATN is highly responsive to the needs of its partners, students and their communities, whilst supporting national, local and regional priorities. Meeting ATN's mission, learning programmes are designed in response to need, and are highly effective in supporting underrepresented adults and those without previous formal qualifications. 100% of enrolments were from students with no

formal qualifications in the UK above level 1. 40% of enrolments were from BAME students. Student outcome data evidences that a high majority of these students were successful in achieving their desired learning outcomes. 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. For example, in 2019/20 50% of the learning programmes was delivered in the evenings following requests from a small group of Romanian learners, who intended to undertake the learning programme after their work commitments.

The approach to safety and the safeguarding of learners is good. 100% of the respondents of the satisfactions surveys rated safety at ATN as outstanding. ATN provides a safe environment for learners and staff and places a very strong emphasis on health, safety, security and welfare. All staff have a responsibility for the safeguarding of learners. Learners are made aware of comprehensive support arrangements at induction and good use is made of the services. There are sound arrangements to ensure that staff identify and respond appropriately to learners' welfare concerns.

Very thorough observation process supports tutor development effectively and enables good achievement of learning goals. Teaching, learning and assessment are good with an effective system of observations which focus on tutor development. OTLA is supported by individual lesson observations and learning walks by QA team. The Teaching profile across the centres remains good and is improving. Overall there were 2 teachers in scope in 19 /20 and 100 received an observation grade citing them as good.

| Number of sessions observed | Outstanding | Good | Requires improvement | Inadequate |
|------------------------------------|--------------------|----------------|-----------------------------|-------------------|
| 2 | 0 | 2 | 0 | 0 |
| | 0.00% | 100.00% | 0.00% | 0.00% |

High quality individualised and specialist learning support for students to achieve their personal goals. Since most learners attend the programmes at ATN with an intention of getting into employment, 1:1 sessions on 'Embedding employability skills in sessions' has helped tutor to design employment specific Scheme of Work and session plans with focus on developing learners' employability skills. This has helped 20% of learners to gain employment.

Feedback from students about the quality of support provided to improve their self confidence has been outstanding (Satisfaction survey result). 88% of learners have rated the achievement of personal goals as outstanding. 100% of learners believe that the quality of support, advice and guidance they received throughout the course was outstanding. 100% of learners' identified improvement of self-confidence during their course as outstanding. Safety and respect they experienced during the course was outstanding for all learners. (learner satisfaction survey result July 20)

| | 2017/18 | 2018/19 | 2019/20 |
|-------------------------|----------------|----------------|----------------|
| Starts | 25 | 35 | 10 |
| Pass rate | 100% | 100% | 90% |
| Achievement rate | 93% | 94% | 80% |
| Retention rate | 93% | 94% | 92% |

There were a total of 10 enrolments in 2019/20. All learners were enrolled for either Functional skills in English highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life as appropriate for their individual needs and complete formal qualifications throughout the course. Majority of learners make good progress on these qualifications.

Functional skills in English qualifications accounted for 100% of adult enrolments. All learners retained made good progress during their programme compared with their starting points. 8 out of 10 enrolments have gained full qualifications and this translates into a pass rate of 90 % which is 10% below last year's. Compared to 18/19 this year retention rate has slightly decreased by 2% and is 92%. Due to low enrolments overall achievement rate has declined

by 14%. In 19/20 achievement rate is 80% in contrast to 94% in 18/19. All learners have completed a personalized individual learning plan that was reviewed regularly. 100% of learners rated achievement of personal learning goals as outstanding (learner satisfaction survey analysis, 19/20).

A good proportion of learners progress to positive destinations starting their courses at low levels level moving up to paid employment and voluntary work. Destinations data show that 50% of learners have progressed to higher level education, voluntary work and employment upon completion of their relevant courses.

| | | |
|--|----------|------------|
| Other FE Full-Time | 2 | 20% |
| Paid employment for 16 hours or more per week | 2 | 20% |
| Voluntary work | 1 | 10% |
| At Home | 4 | 40% |
| Moved Out Of The area | 1 | 10% |

Partnership with Slough Borough Council

What worked well?

- 1) High quality teaching, learning and assessment leading to excellent pass and achievement rates.
- 2) Effective monitoring of quality of teaching, learning and assessment.
- 3) Being able to have a clear understanding of the geographical area and find suitable premises for delivery which is strategic for our potential learners
- 4) Liaising with JCP and other local external organisations and gained positive feedback regarding our programme offer ie ESOL, Functional Skills English, Maths and Digital Skills.
- 5) Speaking to the local community and conducted door to door direct marketing through leaflets.

- 6) Arranged an open day visit with the work coaches and operations manager at Slough JCP at our venue after conducting a successful presentation.

What would you do differently next time?

- Improve marketing for recruitment of learners. Advertise and market our Programmes through social media and establish partnerships with more agencies.
- More effective embedding of ICT in ESOL lessons. This will prepare learners to use technology for online learning in the event of situations such as COVID-19.

Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to excellent achievements. Learning opportunities are carefully and effectively planned to suit the needs of adult learners so that they can progress at an appropriate pace from various levels to more substantial study at higher levels which lead to relevant qualifications and progression or into the workplace.

| Subject | No of learners | With draws | No retained | % retained | Number of full Passed | Partial | Did not Pass | % full Pass | % partial Pass | % Achievement |
|--|----------------|------------|-------------|---------------|-----------------------|----------|--------------|----------------|----------------|---------------|
| Basic Digital Skills / Computer Basics | 14 | 1 | 13 | 92.86% | 13 | 0 | 0 | 100.00% | 0.00% | 92.86% |
| Everyday ESOL | 5 | 0 | 5 | 100.00% | 5 | 0 | 0 | 100.00% | 0.00% | 100.00% |
| Health & Body Mind | 4 | 0 | 4 | 100.00% | 4 | 0 | 0 | 100.00% | 0.00% | 100.00% |
| Total No. of Learners | 23 | 1 | 22 | 97.62% | 22 | 0 | 0 | 100.00% | 0.00% | 97.62% |

Excellent pass rate is achieved mainly because of the high quality teaching learning and assessment carried out at ATN and result of following robust processes of tracking learner progress in the form of reviews, RAG rating, constant formative feedback, etc.

Effective performance monitoring of learner progress and achievement. RAG rating tool was effectively used to identify learner progress and achievement which has helped tutors to recognize the learners at risk and support them effectively.

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

Learning walks and OTLAs identified effective differentiation strategies, good questioning techniques, good amount of peerworking, embedding of various skills, very good learner engagement and good learner progress within sessions.

Staff members were encouraged to attend professional development sessions such as 'providing constructive feedback & gaining outstanding quality in teaching and learning', preparing for Ofsted, etc. have aided tutors in delivering higher quality sessions and support my learners adequately.

Learning walks and OTLAs identified effective differentiation strategies, good questioning techniques, good amount of peerworking, embedding of various skills, very good learner engagement and good learner progress within sessions. Learners' portfolios are frequently well organised on inspection, during lesson observation and learning walks. Formative assessment on these programmes is effective in checking understanding and informing learners of their progress. This includes effective stretching and challenging of learning.

A RAG rating tool was effectively used to identify learner progress and achievement which has helped tutors to recognize the learners at risk and support them effectively.

Course folder audits also identify good and effective use of ILPs and reviews of learning targets. However, although the SOWs are detailed the objectives need to be SMARTer in SOWs.

Overall attendance rate has been 84%. Staff works hard to promote a culture of high attendance. ATN's management and staff at all levels are strongly committed to improving attendance. ATN will work hard to achieve at least 88% of attendance in the next academic year.

Very good safeguarding is underpinned by systems which are discrete, known and effectively experienced by students. Managers ensure that the staff are safe to work with their learners. They carry out appropriate checks and update these frequently.

Partnership with Wandsworth County Council

During the academic year 2019/20 a new partnership agreement was established between ATN and Wandsworth County Council to deliver AEB qualifications.

The principal purpose of the provision is to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or further learning. At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and/or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment. ATN invests heavily in Adult Skills for Life and ESOL courses and has a long-term presence at a number of venues to meet the needs and enhance the ambition of many learners.

15 learners were enrolled on various qualifications such as ESOL Skills for life level 1 SL, Functional Skills in Maths Entry level 2 and 3. Pass rate was outstanding at 100%. Functional Skills in Maths qualification had a good achievement and retention rate of 89%. However, overall achievement rate was recorded at 67% due to the low retentions rate as impacted by the pandemic COVID 19. 47% of learners have progressed to positive destinations.

EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

The Adult Training Network continued to receive excellent reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies. There were 2 External Verifier sampling activities from Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths qualifications were verified by City and Guilds in October 2019. The ICT external verification was undertaken in March 2020.

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 31/10/2019. The External Verifier commented as follows:

A good Centre who have a robust QA system across all satellite sites. All certificate claims are valid. A SM took place on the 03/09/2019 & 21/10/2019 with 15 members of staff; activity was around the difference in marking English and Maths papers; understanding reformed FS. Good Quiz to test understanding of staff on the FS Reform 2019 in both English and Maths. This is commendable!

EV report on ICT qualifications

ICT EV report identified that: Learners development needs are matched against the requirements of the qualification(s) and an agreed individual assessment plan established. Learners have regular opportunities to review their progress and goals. Learners have regular opportunities to revise their assessment plan accordingly. Particular assessment requirements of learners are identified and met where possible

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.

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2019 ATN was assessed and awarded accreditation. The assessor identified the following strengths:

- ATN has established and continues to build, good networking relationships with external partners to maximise opportunities for its learners, and to support the work of those partners. Such relationships include those with Job Centre Plus, local employers and funding partners.
- The commitment to providing quality IAG for learners at each stage of their journey is demonstrated through the well qualified staff, with currently one staff member qualified at Level 3 in Advice and Guidance, and three with Level 4.
- A feature of ATN's provision, whether courses are of 5, 6 or 12 - week duration, is that each is delivered over five days a week for the length of the course. This was highlighted as a positive by both partners and learners, as it maintains interest and motivation and supports learner progression through the course.

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- High levels of support for learners to help them focus on progression towards their goals, are accompanied by systems in place to identify potential support needs from the start. One example being a RAG (red, amber, green) rating system is used to identify learner vulnerability.
 - Innovative teaching for ESOL and Functional Skills students includes use of phone
 - apps to enhance learning and for language support, and trips out to help people follow directions and experience things that can help them – one being taking learners to a Jobs Fair and preparing them to get the most from the experience of meeting with employers.
 - Robust monitoring and quality systems include systematic data collection and analysis, observation and grading of delivery staff, and the SAR process that includes feedback from funding partners, awarding bodies, staff and learners, all of which provides a focus for continuous improvement and development.

Areas for development includes:

- To ensure a clear pathway is marked out to maximise the safety of learners and visitors attending the Centre.
- Ensuring consistency in ALS support available across all Centres.
- Lack of access to higher level courses for those learners who are keen to progress beyond Level 2, and who want to stay with ATN.
- To develop digital technology further to support learning,

FUTURE DEVELOPMENTS & PRIORITIES

ATN will continue to source funding opportunities and strive to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. Building the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment is a high priority at ATN. The long-term relationship that exists with Richmond upon Thames College and HAFL will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from Buckinghamshire County Council, Merton Council, Wandsworth Council and Slough Borough Council. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall.