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**Provider Self-Assessment Report  
Quality Improvement Plan**

**Provider's name: Adult Training Network**

**Date: 25/09/018**

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# Contents

- 1 BACKGROUND
- 2 OVERALL JUDGEMENT
  - 2.1 Overall Effectiveness
  - 2.2 Key Strengths
  - 2.3 Key Areas for Improvement
- 3 MEETING LOCAL NEED
- 4 IMPROVING QUALITY OF TEACHING AND LEARNING
- 5 EQUALITY AND DIVERSITY
- 6 SAFEGUARDING (INCLUDING THE PREVENT AGENDA)
- 7 ATTENDANCE AND PUNCTUALITY
- 8 PROGRESSION
- 9 QUALITY IMPROVEMENT PLAN
  - 9.1 Rubric
  - 9.2 Categories (A&B)
  - 9.3 <Item 1>

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## 1 BACKGROUND

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

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

### **AIMS AND OBJECTIVES**

ATN 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 by providing them with basic survival English for everyday life in UK.
- Equip students to progress to the next level of provision.
- Support students in their chosen progression path.
- Build the self-confidence of students.
- Develop the ICT & Maths skills of people in the local community who have little or no access to mainstream education provision and ICT resources.

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## 2 OVERALL JUDGEMENT

### 2.1 Overall Effectiveness

Grade - Good

### 2.2 Key Strengths

*(3-4 of the most important strengths, one bullet point each)*

- 
- 40% increase in the pass rate for Functional skills qualifications.
  - 100% of lesson observations were graded 'good', which reflects the good quality of teaching and learning that is undertaken at ATN.
  - Improved overall pass and achievement rates for Basic Skills Qualifications.
  - 17% increases in the pass rate of male learners.

### **2.3 Key Areas for Improvement**

*(3-4 of the most important AFIs, one bullet point each)*

- *Improve target setting by ensuring SMART targets for LPs, ILPs, SOW*
- *Ensure implementation of differentiation strategies are effective in all the lessons.*
- *Feedback synopsis identifies that more than 40 % of learners did not take part in the end course survey or used an incorrect questionnaire. Administration of exit feedback requires improvement*
- *Improve attendance rates of learners*

### 3 MEETING LOCAL NEED

How did you decide what programmes you will offer, did this meet the needs of learners? Did partnerships directly contribute to meeting learner need?

#### *Data / Evidence*

*Learning programmes offered to learners were designed following:*

- *Meetings with ATN management and 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 and their needs and interests.*
- Recommendations and advice received during Partnership Business Meetings with HAFL council and quality team

According to both ESOL & Functional Skills EV reports (8/3/18 & 8/2/2018) learners' development needs were matched against the requirements of the qualification(s) and an agreed individual assessment plan established.

Learner feedback gathered through satisfaction surveys, reviews and lesson observations identify that most learners were very satisfied that the learning programme met their expectations.

#### *Evaluation*

ATN has a predominantly adult population of learners. In negotiation with tutors and learners' aspiration realistic levels of achievement is set for each learner. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. As a result 75% of learners had positive progression with 6% obtaining employment.

The basic skills qualifications (ESOL & Functional skills in English) offered at ATN is a 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 2016/17 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 ESOL and Functional Skills.

SOWs and lesson plans identify that learning programmes are very well designed with a focus on development of learners' employability skills. ESOL & Functional skills qualifications offered ensure that they enable learners to acquire knowledge, understanding and skills especially English, Mathematics, ICT as well as employability skills in addition to developing confidence and self esteem to become a rounded individual. Development of these skills prepares them for future progression to further education, employment starts and sustained employment. Well equipped classrooms were arranged with subject specific posters and models of students' work.

According to learner feedback collected through satisfaction surveys, reviews and during lesson observations identify that learners were very satisfied that the learning programme will help to achieve their goals. As a result 95% of learners agreed that *the course supported them to move towards their personal goals.*

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to ensure more effective administration of exit questionnaire to collect learner feedback. Feedback synopsis identifies that more than 40 % of learners did not take part in the end course survey or used an incorrect questionnaire.*

#### 4 IMPROVING QUALITY OF TEACHING AND LEARNING

What is your tutor grade profile? How does this compare to previous years?

Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate
4	0	4	0	0
	0.00%	100.00%	0.00%	0.00%

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“A well organised visit. All records were made available for the EQA. 2 S/L activities were observed today and another learner interviewed. The Centre are doing a great job which was evident today.” (Functional Skills EV report, 8/2/2018)

#### *Evaluation*

100% of lesson observations were graded ‘good’, which reflects the good quality of teaching and learning that is undertaken at ATN. In the previous year 80% received ‘good’ and 25% was requires improvement. Staff support for improvement is constructive and effective. To ensure that the observation process is positive and developmental, all staff work with their line manager post observation to agree tailored teaching and learning targets to meet their individual development requirement. This is consistent with other lesson observations carried out for various other projects undertaken by ATN including learning programmes for Richmond Upon Thames college, Barking and Dagenham college, Swindon council, Buckinghamshire council etc.

Live assessment observations carried out by the prime (9/7/2018) and awarding bodies (8/2/2018 & 8/3/2018) also underline the high standards of teaching learning and assessment. “2 learners were observed undertaking the E1 S/L activity 2 & 3;... a good Centre with a team of experts who collectively work together to support a good standard of teaching and learning.” (ESOL EV report 8/3/2018)

Good lesson observation grades achieved by tutors reflect the achievement of improved pass rate of 88%.

#### *Areas for Improvement (to be taking into QIP, bullet points)*

- Continue to improve the quality of teaching, learning and assessment by helping minimum of 25% of tutors demonstrating Best practice.

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What key themes have you identified in teaching and learning, both strengths and areas for improvement? (E.g. differentiation, feedback, questioning, checks on learning etc. Please refer to the HAFLS observation form when completing this question)

*Data / Evidence*

*93% of learners identified quality of teaching as outstanding or very good. Remaining 7% rated 'good' (Feedback synopsis, 17/18)*

Excellent learner engagement. most learners make good progress and achieve lesson objectives (OTLA report, 5/7/2018)

Independent learning has been encouraged throughout the course. This is evident from portfolios. (OTLA report, 22/11/17)

Yes. High quality feedback given by both tutor and peers. Error correction and verbal feedback provided during and after each activity. (OTLA report 21/11/2017)

Examples seen of written feedback from the tutor in the ILP on how to improve yoga practice. Praiseworthy feedback to each learner reflecting on the session. (LW report by prime, 18/5/18)

Use of differentiation strategies requires improvement. Could have been better if tutor used a variety of resources to facilitate discussion. (OTLA report, 5/7/2018)

*Evaluation*

*All tutors observed were identified as good. This has been achieved through very effective feedback both verbal and written, encouraging learner autonomy, ensuing maximum learner engagement and thereby achieving objectives of the lesson. Most lessons observed and learning walks identify that tutors are actively and effectively involved in the process of teaching learning and assessment by:*

- *Encouraging learner autonomy which helps learners to continue study outside the classroom,*
- *Ensuring high quality formative feedback through error correction, mock tests, end of unit projects, presentations, discussions, 1:1 support etc.*

In addition to the internal quality assurance processes, independent and joint observations carried out by the prime's quality team also confirm high quality teaching, learning and assessment at ATN. All tutors are adequately qualified and possess and demonstrate excellent knowledge and skills. All these above factors have contributed to the improved overall outcome rates. However, some OTL reports identify need for implementing more effective differentiation strategies which would have helped all learners to gain outcomes at outstanding levels.



*Areas for Improvement (to be taking into QIP, bullet points)*

- *To ensure differentiation strategies implemented in all the lessons are impactful.*

How has learner feedback changed your teaching and learning?

*Data / Evidence*

*Higher level courses in ESOL & Functional Skills offered following learner interests identified. (“I want to attend more courses”, learner feedback, March 2018)*

*Evaluation*

Student feedback processes are creative and well developed. They are carried out on multiple occasions to capture students’ aspirations and views about their programmes and the information captured is used to inform future planning of their learning programmes. Student views on their own progress are captured well through reviews and various evaluations. There were numerous occasions when ATN listened to learner voices and resolved their issues. For example, *some learners identified that they wanted to higher level courses and ATN delivered ESOL level 1 and Functional Skills level 1 courses. There were also occasions when courses were extended to support learners who needed more course time especially for level1 qualifications.*

*Feedback gathering needs improvement. Feedback synopsis identifies that more than 40% of learners did not contribute to learner feedback collected at the end of the course in the form of exit questionnaire, although learner voice was capture during reviews, OTLAs, evaluations etc. were good. This underlines rigorous administration of feedback questionnaire to all learners at the end of the course to identify the impact of the courses.*

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Ensure at least 85% of learners contribute to learner feedback collected at the end of the course.*

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How did you use tutor action plans and CPD to improve teaching and learning?

*Data / Evidence*

100% of tutors observed were provided with clear feedback and action plans following lesson observations, assessments, and various QA audits.

CPD spreadsheet identifies a wide range of professional development sessions attended by staff.

*Evaluation*

ATN is strongly committed to the development of its staff to ensure that they are skilled and equipped to provide the best teaching experience for all students. Some of the key CPD opportunities created for ATN's tutors included:

- EV & IV feedback meetings
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Standardisation of marking training
- Preparing for EV visits
- Negotiating Lesson observation grades
- Safeguarding training
- Equality & Diversity training
- Prevent training
- E Safety training
- Understanding and updating Learner track
- Induction to assessment
- Writing SMART targets
- Providing effective feedback
- Safeguarding lead training
- Safeguarding deputy training

In addition to the CPD activities, developmental action plans following lesson observations and moderation visits were followed by staff rigorously. Staff undertaking training sessions have helped learners to have a better understanding of British values, E&D, safeguarding etc.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to support staff by creating further professional development opportunities especially in the areas of differentiation strategies, target setting, embedding skills etc.*

Evaluate the extent to which RARPA is effective in measuring learners' performance. Does moderation of RARPA indicate that tutors' judgements on learners' progress are accurate? Is this supported by the quality of learner portfolios and work? If appropriate comment on recording of improvements in "soft" skills

*Data / Evidence*

RARPA moderations visits identify good practices exist in ATN along with areas for improvement and learner progress and achievements are constantly reviewed. "In both of these samples there are good examples of learner work and mid course and end of course reviews. Therefore it would appear that learners in both of these cohorts are working hard to progress." RARPA moderation (19/4/18)

The finer details of the teaching, learning and assessment elements are missing to build up to good and indeed 'secure' teaching practice. For both courses there is no evidence of internal quality assurance checks. (RARPA moderation, 19/4/2018)

*Evaluation*

At ATN there is an effective quality assurance system for the review and improvement of the provision using RARPA process. Implementation of RARPA process across the learning programmes ensures quality standards are being adhered to as well as helps the organization to evaluate the extent to which student outcomes are being met. Although RARPA process is generally used for non-accredited programmes it is strictly used for the accredited ESOL/FS skills learning programmes in ATN. RARPA moderation visits carried out by the prime as well as internal audits identified the following:

- Good example of class profile
- Good practice examples of learner completion of work suggesting ILP target achievements
- Good use of initial assessments

- 
- Completed ILPs or other paperwork to capture learner achievement
  - Well organized learner portfolios clearly displaying learner journey and milestones passed.

However, there were some areas for improvement identified in the prime's moderation of RARPA due to not all documentation such as SOW and lesson plans not sent for moderation. This includes:

- Vague group goals not being SMART
- Poor written feedback to learners
- No evidence of embedding employability/E&D/ICT in documentation

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*Areas for Improvement (to be taking into QIP, bullet points)*

- *Improve target setting by ensuring SMART targets for LPs, ILPs, SOW*



Comment on embedding in the classroom

English and Maths

Employability

ICT

*Data / Evidence*

- *Employability*

Learners are confident that the course will help them to improve career progression and employment opportunities. Some learners commented, we are trying best to get jobs. Learners were very enthusiastic to seek career guidance from the observer and this evidences that learners are seriously looking for employment opportunities. (OTLA report, 5/7/18)

*All learners are extremely happy that their learning will help them to improve job prospects. (OTLA report, 21/11/2017)*

Learners are confident that the course will help them to improve employment opportunities.(OTLA report 22/11/2017)

- *ICT*

Good use of technology in the form of online dictionaries and translators. Learners are encouraged to use computer at home or local library to carry out research on various topics. (OTLA report, 5/7/2018)

Good use of technology in the form of online dictionaries and translators. (OTLA report, 21/11/2017)

Learners were seen using mobile dictionaries and translators which evidence very effective use of information technology. Learners were advised to use computers at home for researching. (OTLA report, 22/11/2017))

OTLA reports as well as other audit feedback identify 100% of classes integrate ICT.

- *English and Maths*

More effective integration of Maths skills required although there was no missed opportunities. (OTLA report, 5/7/2018)

More effective integration of Maths skills required as there were missed opportunities to embed numeracy skills. (OTLA report , 22/11/2017)

### *Evaluation*

- *English and Maths/ Employability/ ICT*

ATN has given a high priority to developing Maths, English and ICT in order to improve employability skills of its students. Lesson observations and learner feedback collected on various occasions reveal that most learners in regulated and non-regulated qualifications agreed that their respective courses had supported them to develop employability skills.

Almost all SOWs and lesson plans audited reveal that most tutors were keen to embed employability, well-being, English and ICT in to their curricula. Through this learners were well-prepared for the next stage such as further training and employment. Most tutors agreed that they embed employability into SOWs and lessons on a regular basis through discussions on job interview preparations, improving self-confidence, presentations skills, etc. QA had delivered sessions and shared resources regarding embed various skills. Excellent embedding of technology across various learning programmes. Most lesson observations recognise that ICT has been embedded well into lessons.

Similar to the previous year although there were evidences of good integration of numeracy on lesson plans, most lesson observations identify missed opportunities to help develop maths skills. “This is ESOL entry level 1 & 2. Planning to integrate Maths skills requires improvement. There were missed opportunities to embed Maths. For example, tutor could have asked questions to identify frequency of bus services which would have encouraged learners to use addition and subtraction. “ (OTLA report, 21/11/2017)

### *Areas for Improvement (to be taking into QIP, bullet points)*

- *To improve planning of embedding Maths skills effectively.*





Please comment on your performance against EDIM targets compared to previous years

*Data / Evidence*

Target Group	Funding Stream	Tendered Provider Target	Target Number	Target %	Achieved	Target achieved %
Below level 2	ASB	90.00%	0	90.00%	116	70.3030303
	PCDL		32	90.00%	32	62.74509804
BME	ASB	19.00%	0	60.00%	81	49.09090909
	PCDL		22	60.00%	23	45.09803922
ESA, IS & UC Claimants	ASB	22.00%	0	13.00%	34	20.60606061
	PCDL		5	13.00%	5	9.803921569
Learning Difficulty & Disabilities	ASB	19.00%	0	15.00%	30	18.18181818
	PCDL		5	15.00%	4	7.843137255
Men	ASB	35.00%	0	32.00%	30	18.18181818
	PCDL		12	32.00%	9	17.64705882
Mental Health	ASB	20.00%	0	15.00%	2	1.212121212
	PCDL		5	15.00%	0	0
Older learners (65+)	ASB	20.00%	0	0.00%	20	12.12121212
	PCDL		0	0.00%	2	3.921568627
50+ Unemployed (looking for work)	ASB	-	0	20.00%	3	1.818181818
	PCDL		7	20.00%	2	3.921568627

2017/18	Male	Female	Total
Achieved	39	132	171
non achievement	9	25	34
continuing	2	4	6
not yet known	0	2	2
partial	0	3	3
Total	50	166	216
Number retained	46	155	201
pass rate (%)	84.8	85.2	

2017/18	Achieved	not achieved	partial	not yet	partial	Total	withdrawn	number retained	Pass Rate (%)	Achievement rate
African	3	1	1	0	0	5	1	4	75	60
Any other Asian background	3	2	0	0	0	5	1	4	75	60

Any other Black / African / Caribbean background	1	0	0	0	0	1		1	100	100
Any other ethnic group	31	5	0	0	0	36		36	86.11	86.11
Any other Mixed / multiple ethnic background	21	3	0	0	0	24	2	22	95.45	87.5
Any other white background	43	13	0	3	0	59	8	51	84.31	72.88
Bangladeshi	8	1	1	0	0	10		10	80	80
Chinese	15	2	1	0	0	18	1	17	88.23	83.33
Arab	3	0	0	0	0	3		3	100	100
Caribbean	1	0	0	0	0	1		1	100	100
Any other Mixed / multiple ethnic background	2			3		5		5	40	40
Indian	15	3	0	0	0	18	1	17	88.23	83.33
Pakistani	23	4	1	0	1	29	1	28	82.14	79.31

Not provided	2	0	0	0	0	2		2	100	100
Total						216	15	201		

### *Evaluation*

Equality and diversity is integral to the work of Adult Training Network and is embedded into the mission and values of ATN. Consequently, E&D monitoring is an important matter for the centre. ATN understands that it is vital to be able to recognise and understand who our communities are so that we can plan our services to meet the needs of these communities, in order that every member can flourish and achieve their potential. ATN collects equality monitoring information relating to race and ethnicity, age, sex and disability. This enables us to develop a more comprehensive picture of the ATN community, better understand the needs of our learners, and offer appropriate support or adjustments in a timely manner.

The predominant ethnic groups with more than 15 learner enrolments were: Any other ethnic group (36), Any other Mixed / multiple ethnic background (24), Chinese (18), Any other white background (59), Indian (18) and Pakistani (29). Out of these major ethnic groups learners from Any other Mixed / multiple ethnic background attained highest pass rate (95%) in 2017/18. Learner from Chinese and Indian background achieved the next highest pass rate of 88%.

There is +17% increases in the pass rate of male learners. ATN achieved 84% of pass rate for male learners in contrast to previous year's 67% and narrowed the gap between the gender groups. However, female learner's pass rate dropped by 2% from last year's 87% and reached 85% in 2017/18. In terms of teaching, learning and assessment our courses, materials and quality assurance procedure all reflect commitment to the principles of equality and diversity. In 2017/18 all members of staff attended E&D training and its impact was reflected in every lesson observed. Unlike the previous academic year in 2017/18 all lesson observations identified effective embedding of equality and diversity.

*Areas for Improvement (to be taking into QIP, bullet points)*

- 
- Improve achievement rate of learners from any other white background by 5% as currently it is 73%.

Comment on any performance (success) gaps. A performance gap is an 8%+ difference in any year or a 2%+ gap sustained over three years.

*Data / Evidence*

Courses - 2016/17		No. of learners	No. Retained	Retention rates	No of achievement	Pass Rate	Achievement rate
	ESOL Speaking & Listening Entry 1	23	20	86.96	18	90.00	78.26
	ESOL Speaking & Listening Entry 2	17	14	82.35	12	85.71	70.59
	ESOL Speaking & Listening Entry 3	8	8	100.00	8	100.00	100.00
<b>Total</b>		<b>48</b>	<b>42</b>	<b>87.50</b>	<b>38</b>	<b>90.48</b>	<b>79.17</b>
	ESOL Full Award Entry 1	17	17	100.00	17	100.00	100.00
	ESOL Full Award Entry 2	9	8	88.89	7	87.50	77.78
	ESOL Full Award Entry 3	4	4	100.00	3	75.00	75.00
<b>Total</b>		<b>30</b>	<b>29</b>	<b>96.67</b>	<b>27</b>	<b>93.10</b>	<b>90.00</b>
<b>Cumulative total for ESOL Quals</b>		<b>78</b>	<b>71</b>	<b>91.03</b>	<b>65</b>	<b>91.55</b>	<b>83.33</b>
	Functional Skills English Level 1	6	6	100.00	2	33.33	33.33
<b>Grand Total</b>		<b>84</b>	<b>77</b>	<b>91.67</b>	<b>67</b>	<b>87.01</b>	<b>79.76</b>

<i>September 2017 - July 2018 (HAFLS)</i>										
Subject (completed in Sep17- July18)	No of learners	Withdrawals	No retained	% retained	No of full achievement	No achievement	Partial achievement	% full pass	% partial pass	% Achievement
ESOL S&L	69	1	68	98.55%	57	11	1	83.82%	1.47%	82.61%
ESOL Full Award	69	7	62	89.86%	53	15	1	85.48%	1.61%	76.81%
FS English	25	2	23	92.00%	18	6	1	78.26%	4.35%	72.00%
Community Learning (non-regulated )	53	6	47	88.68%	47	0	0	100.00%	0.00%	88.68%
<i>CUMULATIVE BASIC SKILLS TOTAL: September 2017 - July 2018</i>										
Cumulative Basic Skills Total for all subject areas	216	16	200	92.59%	175	32	3	87.50%	1.50%	81.02%

## Evaluation

There have been a total of 216 enrolments in 2017/18. Learners were enrolled for regulated and non-regulated learning programmes in ESOL, Functional skills in English, Gardening, Mental health and wellbeing 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.

Retention rate is good at 93%. In 2017/18 ATN achieved a better pass rate of 88% which is +1% higher than the previous academic year 2016/17. Achievement rate too increased by +1% and attained 81%. Community learning programmes had the highest pass rate of 100% compared to regulated learning programmes in ESOL (84%) and Functional skills (78%). Similar to the previous year Functional skills in English qualifications have the lowest pass (78%) and achievement rate (72%). However, this is approximately 40% increase from the previous academic year. In 2016/17 Functional skills in English had a pass rate and achievement rate of 33%. Functional skills in English qualifications remain challenging due to the nature and fewer GLH in comparison with ESOL. Addressing the tutor & learner feedback from the previous year, in 2017/18 more GLH were provided for FS Skills qualifications and this resulted in higher results compared to last academic year.

### *Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to improve pass and achievement rates for Functional skills in English qualifications to achieve at least 85% pass and 80% achievement.*
- *Improve overall pass and achievement rates to achieve at least 90% of pass and 83% achievement rates.*



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What have you done to raise awareness of British Values with your learners?

*Data / Evidence*

- 100% of tutors attended refresher training sessions on promoting British values (CPD record)
- “Tutor asked Is Britain a good country to live in? Why? Learners discussed the opportunities they have here in the UK and how they should utilize for the best.”(OTLA report, 22/11/2017).

*Evaluation*

*Good promotion of British values.* Most lesson observations and portfolio audits identify that tutors have made good attempts to promote British values. British values posters and other resources are available in the classrooms and corridors highlighting active promotion of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. However, similar to the previous year some lessons observed note requirement for further progress especially in relation to prior planning to integrate British values.

*Areas for Improvement (to be taking into QIP, bullet points)*

- Continue to ensure there are no missed opportunities in lessons to promote British values. Planning to embed British values needs to be more effective.

Comment on promotion of E&D in the classroom

### *Data / Evidence*

“Learners from various cultures and backgrounds work well during discussions and activities. Learner feedback reflects mutual respect and enjoyment of learning experience. Learner discussion included topics such as specific jobs for men and women, discussion on gender inequality, etc. (“OTLA report, 5/7/2018)

100% of tutors attended E&D training (CPD record)

### *Evaluation*

Course materials and quality assurance procedure all reflect commitment to the principles of equality and diversity. In 2017/18 all members of staff attended E&D training and its impact was reflected in every lesson observed. Unlike the previous academic year in 2017/18 all lesson observations identified effective embedding of equality and diversity. *SOWs, lesson plans and lesson observations identified that resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used in general. Skills for Life resource pack is especially relevant as the materials are generated specifically for the qualifications.*

*ATN strives for effective promotion of training to target groups of ethnic minorities and refugees and understand that equality and diversity in education is essential for both teachers and learners by creating a classroom environment, where all learners can thrive together and understand that individual characteristics make people unique and not ‘different’ in a negative way. At ATN the management strives to create a culture where the needs of learners are placed at the forefront of the ethos of the organisation.*

### *Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to improve awareness of E&D through regular training on embedding E&D.*
- *Continue to share best practices in embedding E&D*

## **6 SAFEGUARDING (INCLUDING THE PREVENT AGENDA)**

Are your safeguarding procedures effective? Please comment on the number of learners on your At Risk register, on how you dealt with concerns reported to you and how these were reported to HAFLS. Compare to previous years.

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*Data / Evidence*

100% of staff attended safeguarding vulnerable adults and children training in 2017/18

Safeguarding audit carried out by prime on 30/4/2018 identified numerous areas for improvement.

*Evaluation*

ATN now has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations. Policies are in place that ensures students are fully protected under legislation relating to Health & Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external partners. Observation reports identify that all tutors and learners are aware of importance of safeguarding and who to approach to report safeguarding issues as this was covered in induction and posters are displayed in classrooms.

During 2017-18 following on the annual audit in April a number of training sessions was conducted in the areas of safeguarding vulnerable adults, safeguarding children, e-safety, providing additional learning support, data protection, embedding E&D, prevent, etc.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Continue to improve safeguarding practices through regular training sessions on e-safety, safeguarding vulnerable adults and children, E&D, prevent etc.*

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Comment on effectiveness of your Prevent agenda.

*Data / Evidence*

- No health and safety issues arose during the lesson observation. Learners are aware of preventing abuse or bullying. (OTLA report 22/11/2017))
- 100% of staff refreshed understanding of Prevent and British values through internal training sessions (CPD record)
- Good level of learner and staff understanding of prevent duties identified in most observation reports and learner work audits. (observation and audit reports)

Evaluation

Good implementation of British values and Prevent to stop people becoming radicalised or supporting terrorists. This has been achieved through staff training, embedding of various themes into curriculum, poster displays, audits, etc. Learner induction pack covers all the policies and procedures in relation to Prevent, safeguarding, safety, computer use, E&D, health and safety, etc and teachers ensure that ground rules are established during learner induction. An atmosphere of respect and tolerance is created at all times and lead by example, Tutors understand that they have a uniquely powerful position as an educator to be a source of inspiration, tolerance, and hope in every learner's life and keep an open mind. This allows everyone to remain open to multiple perspectives and avoid any form of personal attacks.

Similar to the previous year number of enrichment activities was less that would help to establish stronger relationships between learners and help promotion of British values.

*Areas for development (to be taking into QIP, bullet points)*

- *Continue to encourage a range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interest, etc. and ensure at least 1 activity is undertaken in course of their learning programme at ATN.*
- *Continue to improve awareness of prevent strategies through further staff refresher training on PREVENT.*

Comment on your learners' safety and sense of feeling safe.

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*Data / Evidence*

No health and safety issues arose during the lesson observation. Learners are aware of preventing abuse or bullying. (OTLA report, 22/11/2017)

100% of learners agreed that they felt safe at ATN. (learner feedback synopsis, April 18)

Not clear how learners are assessed for their needs at the point of enrolment., but there is a specific form within the ILP for summarizing additional learner support needs.(Safeguarding audit report, 30/4/2018 )

*Evaluation*

During 2017-18 no health and safety issue was identified. Risk assessments were carried out regularly which ensure ATN is a safe place for learning. Many learners attended courses to improve health and well being. Learning walks, OTLAs , audits identify effective integration of health and safety and well being, which lead to great enjoyment of learning programmes. However, safeguarding audit identified some areas for improvement in relation to health and safety especially risk assessment for centres operating from community centres.

*Areas for Improvement (to be taking into QIP, bullet points)*

- *Ensure regular risk assessments carried out for all the venues where learning takes place.*

## 7 ATTENDANCE AND PUNCTUALITY

How do you ensure that learners attend regularly and arrive promptly? Compare attendance and punctuation figures to previous years.

### *Data / Evidence*

*100% attendance recorded during lesson observation.* Attendance needs to be monitored more robustly as some learners do not attend regularly. Tutor said the information about the absentees will be passed to admin in Southall. (OTLA report, 21/11/17)

Learner attendance requires improvement. Attendance has been affected by various issues such as learners' ill health, JCP appointments, job interviews, refugee council meetings, etc. (learner feedback during OTLAs, staff meeting minutes)

### *Evaluation*

High expectations for outstanding learner attendance is considered by managers and teaching staff as the key to improvement. ATN's management and staff at all levels are strongly committed to improving attendance, though all share the view that the reasons for poor attendance are seemingly wide-ranging, complex and interrelated.

Attendance and punctuality monitoring requires improvement. Some lesson observations evidenced issues related to attendance and punctuality. Staff continue to opine that poor participation and engagement in class activities are directly linked to attendance problems. ATN should continue to devote considerable resources and effort to improve attendance and punctuality of learners.

### *Areas for Improvement (to be taking into QIP, bullet points)*

- Ensure attendance and punctuality monitored more rigorously.

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**8 PROGRESSION**

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Comment on your learners' progression after completing their courses, to: employment, further courses or volunteering. How effective is your information and advice in supporting this, especially in supporting learners into employment? Compare progression to previous years.

Comment on learner's chances of improved employment (e.g. part to full time, fixed term to permanent, increased income).

*Data / Evidence*

	Number of learners	% of progression
Progressed to next level within ATN	145	53.91
Progressed into employment	12	5.52
Looking for work and available to start work	32	14.74
Unable to contact learner	16	7.37
Not looking for work and/or not available to start work	15	6.91
Health issues	5	2.30
Other	20	9.21

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## *Evaluation*

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.

*Good rates of positive progression.* ATN's progression record indicates that most learners (75%) had positive progression. However, this is -5% compared to 2016/17. Although 8% obtained employment in the previous academic year in 2017/18, this has decreased by 2% and reached 6%. Therefore, there exists a need to establish extensive employer network to ensure not only educational achievement but also good levels of progression into sustainable work destinations. 54% of earners were able to progress to higher level courses, which are planned with clear progression routes from Entry level 1 to higher levels. ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects.

### *Areas for Improvement (to be taking into QIP, bullet points)*

- Continue to establish more effective links with local employers and recruitment agencies to improve job opportunities for learners, who are ready for the job market.
- Improve employment rate by 4% and help minimum of 10% learners to obtain employment.