

Adult Training Network Curriculum Area Self-Assessment Report 2018/19

Curriculum Area	Functional Skills in English & Mathematics
Curriculum Manager	Kamaljit Kaur
Curriculum Directorate	Sarjeet Singh Gill
	Grade
Overall Effectiveness	2
Leadership and Management	2
Quality of Teaching, Learning and Assessment	2
Personal Development, Behaviour and Welfare	2
Outcome for Learners	2

Overview of Provision (Include scope, range and volume)

The Adult Training Network (ATN) provides quality education and training to socially excluded members of the local community who have little or no access to mainstream education. One of its main objectives 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 is a registered charity that was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community.

The main objectives of the educational programmes are to:

- (i) Develop Learners' reading, writing, speaking and listening skills in English.
- (ii) Provide Learners with basic survival English for everyday life in UK.
- (iii) Provide Learners with basic English for access to other college courses.
- (iv) Equip Learners to progress to the next level of ESOL provision.
- (v) Provide Learners with the opportunity to develop their numeracy skills
- (vi) Support Learners in their chosen progression path.

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- (vii) Build the self-confidence of Learners.
- (viii) Develop the ICT skills of people from the local community who have little or no access to mainstream education provision and ICT resources.
- (ix) Support learners to acquire job search techniques including interview skills and CV writing to enable them to successfully compete for and acquire sustainable jobs.

ATN has an active Management Board (Trustees), which meets 4 times per year to provide strategic direction. The Director of ATN is responsible for supporting the Trustees in developing and implementing the strategy. The operational supervision of the West London project has been delegated to the Regional Manager of ATN.

Emerging strengths in 2018/19

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

Emerging areas for Improvement in 2018/19

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

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Effectiveness of leadership and management

Criteria

Evaluate and consider :

how successfully ambitions for the provider's performance are set, reviewed and communicated with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners

how successfully leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weakness and promote good practice across all types of provision

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

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

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

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

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

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

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

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

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

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

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

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

Strengths	How do you know?
<p>Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times</p>	<p>“Adult Training Network Limited was found to have made ‘significant progress’ across the board after establishing a curriculum that closely meets the needs of learners and employers in the local area.” https://feweek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/) The basic skills qualifications (Functional skills in English & Maths) 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 2017/18 ATN’s management and staff continued to hold meetings with local job centres, refugee councils, libraries, various religious centres such as mosques and gurdwaras and ethnic minority groups to identify potential learner needs and interests. ATN also used information gathered through learner satisfaction surveys to further amend and</p>

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<p>Highly effective performance management and professional development of staff across the organisation</p>	<p>adapt the learning programmes to suit the interests and needs of the learners, especially to deliver higher level qualifications (level 1) in Functional Skills. According to the learner satisfaction surveys (July 2019) 97% of learners have rated achievement of their personal goals as either outstanding or good.</p> <p>Management have communicated the vision very successfully to all members of staff which enables staff to remain enthusiastic and implement the improvement strategies very effectively to their work. Managers and leaders have ensured that the many strengths identified at the previous self-assessment have been sustained and developed further whilst also dealing very effectively with the areas for improvement outlined in the report as well as other needs arising from the changing student cohort and wider context.</p> <p>Leaders and managers focus on consistently improving outcomes for all learners. They are uncompromising in their ambition. They have the necessary resources to sustain provision of very high quality. This is evidenced by the continual very high pass rates. Overall pass rate for 2018/19 is 100% with 1% increase in the achievement rates.</p> <p>ATN's key priorities shape staff training provision and this year have included both in house and externally delivered sessions to ensure staff are skilled and confident to better support student needs. All staff have benefited from training delivered by Southall Community Alliance (SCA) to ensure they are able to fully implement the duty to promote British Values and tackle extremism.</p> <p>Management ensure that teachers and trainers are well qualified at the appropriate levels and in the appropriate subject areas. All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. Tutorial staff have qualifications such as MA in Applied Linguistics and English</p>
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Language Teaching, Level 4 Education & Training, PTTLS, etc. in the specialisms of ESOL and Functional Skills.

Staff training is central to improvement and is integrated into a cycle of planning and implementation which focuses on raising standards. An extensive range of CPD courses are well-attended by staff. Some of the key CPD opportunities created for ATN's tutors included:

- Staff training & review of Policies – (E&D, Safeguarding, H&S, Information security, Code of Conduct, Prevent & British values, OTLA, whistle blowing, fraud prevention, Business Ethics, Quality Charter, etc.)
- Providing Effective written feedback
- Understanding ESFA Funding rules – Sep 2019
- Moving tutors to Outstanding – 1/10/2018
- Standardisation of Marking, embedding various skills, effective written feedback, reporting safeguarding.
- NCS Archiving
- Prevent
- Ofsted readiness
- Embedding Maths, Eng, ICT
- Networking
- Resolving learner track issues
- Dealing with Extremism
- Internet Security
- Safeguarding vulnerable adults and children
- Understanding Launch pad (Lone parents) project compliance requirements
- Understanding the Universal Credit changes
- Understanding new Functional Skills Qualifications

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Positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance.

“A quality file was presented to the EQA. This was well organised and had all necessary documents for verification. CPD records for staff members was excellent and is up to date. This includes; standardisation, embedding of E&D, Safeguarding, E-safety, British Values, Prevent and a review of all other policies of ATN as well as staff readiness on the Ofsted Inspection.” (Functional Skills in English and Maths EV report, Oct 2018)

The clarity and openness of communication on the strategic plans and priorities of ATN have had a significantly positive impact on the morale and energy of staff, to the benefit of students. Staff across ATN understand and support the leadership team’s priorities and aspirations for the organisation and its students. They are consulted regularly and their voices are listened to in terms of informing in-year progress against priorities but also helping to shape the future strategic plans for the organization.

Leaders have established thorough arrangements to support teachers to improve their teaching. Evaluations of the quality of teaching are based on a broad range of evidence, including frequent QA audits, formal lesson observations, student feedback and regular formal reviews of students’ progress and predicted attainment. Evaluations lead to targeted support and mentoring as well as informing very effective professional development events. Teaching, learning and assessment are reviewed and monitored for effectiveness through a well-established system of formal and graded lesson observations supported by frequent and varied sources of gathering student feedback.

Satisfaction survey analysis identifies that 97% of learners have completed an individual learning plan (ILP) created for each level of study according to their needs and interests. These ILPs are regularly reviewed and new SMART targets are set for them to achieve further.

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Excellent promotion of health and safety, safeguarding and robust risk assessment

A majority of people accessing ATN's services are disadvantaged as result of circumstances that may be initially of, and including; poor English language skills (reading, writing and speaking & listening), educational achievement, literacy and numeracy difficulties, lack of confidence, all of which collectively, has resulted in marginalisation within the wider community. These issues are fully addressed by experienced staff.

ATN 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.

91% of learners identified experience of safety and respect at ATN as either outstanding or good. (*Satisfaction survey analysis 2018/19*).Safeguarding is a high priority within the organisation. ATN have appropriate safeguarding policies and procedures, including for lone working, online safety and the conduct of staff. ATN implement these effectively to keep learners and staff safe. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. Managers ensure that staff carry out extensive training for safeguarding. They have put in place an effective induction programme at the start of employment and all staff are provided with frequent update training. 100% of members of staff attended safeguarding training including a refresher. The safeguarding team, consisting of a designated safeguarding lead (DSL) and four deputy DSLs, have attended appropriate and up-to-date training including 'Prevent' duty training in relation to their roles. The learning walks and observation reports

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	identify that learners are aware of safeguarding and know who they need to contact in relation to safeguarding issues.
Areas for Improvement	How do you know?
Provide further learning programmes that have suitable breadth, depth and relevance so that they meet the further needs and interests of current learners and employers, nationally and in the local community.	Currently the range of provision is good and the curriculum offer has been reviewed and updated across all sites to ensure that it reflects the changing cohort and the range of desired outcomes. However, learner feedback and staff meetings identify that ATN should consider higher level qualifications such as Level 3 and traineeship as further likely destination of our learner group.
Improve relationship with stakeholders leading to employment and higher education.	Further develop relationships with local authorities and employers nationally and locally, to ensure the best use of each site and to deliver programmes that increase students' opportunities for employment and independence.
Further improve facilities including location of the venues.	Learner feedback about the training venue in Slough identifies that they have struggled to get to the centre as this was far and had to change buses for them to access it. (learner feedback, July 2019)

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Quality of teaching, learning and assessment

Criteria

Evaluate and consider the extent to which:

teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding

learners are supported to achieve their learning goals, both in and between learning sessions

staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs

staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can

staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps

staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable

learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential

employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate

teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying

staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs

teaching promotes learners' spiritual, moral, social and cultural development

teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

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Strengths	How do you know?															
<p>Consistently good quality of teaching, learning and assessment including provision of employability skills, information, advice and guidance.</p> <p>Very thorough observation process (100% of sessions observed at 'good or outstanding') and moderation with the prime.</p>	<p>'A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning.' (EV report, Oct 2018). Staff provide effective initial advice and guidance to learners to ensure that they place them on the appropriate level of course. Learners are supported well to understand the courses that they enrol on. For example, ATN hold open days which current learners attend to discuss their experiences. As a result, prospective learners feel well informed about their future learning. 100% learners have done initial and diagnostic tests that clearly identifies their knowledge. Staff evaluate accurately learners' knowledge at the start of their courses. Teachers use these assessments to set appropriate targets for learners which they monitor frequently.</p> <p>The Teaching profile across the centres remains good and is improving. Overall there were 2 teachers in scope in 18/19 and 50% received an observation grade citing them as outstanding and remaining 50% as good.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr style="background-color: yellow;"> <th>Number of sessions observed</th> <th>Outstanding</th> <th>Good</th> <th>Requires improvement</th> <th>Inadequate</th> </tr> </thead> <tbody> <tr style="background-color: #d3d3d3;"> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr style="background-color: #d3d3d3;"> <td></td> <td style="text-align: center;">50.00%</td> <td style="text-align: center;">50.00%</td> <td style="text-align: center;">0.00%</td> <td style="text-align: center;">0.00%</td> </tr> </tbody> </table>	Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate	2	1	1	0	0		50.00%	50.00%	0.00%	0.00%
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Responsive CPD programme ensures that staff remain current in the skills and knowledge needed to work with the learners at ATN.

Audits and observations identify that staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Learners receive clear and constructive feedback through assessment and progress reviews so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential. According to an OTLA report (14/6/2019) 92% of learners believe that their progress was beyond their expectations and the remaining 8% of learners agreed that they had progressed in accordance with their expectations.

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. Teachers skilfully address learners' anxieties and help them to develop their self-confidence quickly. Teachers provide a supportive and caring learning environment. They are positive and constructive in encouraging learners to recognise and learn from their mistakes and to share their knowledge with other members of the group. Teachers are particularly adept at designing lesson activities to cater for the different speed with which learners make progress. For example, teachers provide additional tasks for those learners who complete lesson activities quickly, so that they can develop their skills further. *"Excellent rapport with learners: Tutor's relationship with the learners helped her to create an excellent classroom atmosphere where each learner enjoys what they learn. Tutor keeps motivating, through support for weaker ones and challenging the stronger learners, irrespective of their ability. Learners comments included: "we are very happy with our teacher. She is very good and has a lot of knowledge about Maths & English".* This is an indicator for how learners value their learning experience and support from their tutor. *"* (OTLA report, 28/3/2019)

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.

"The course is helping me to communicate with GP and book appointments."

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	<p>“Now I can help my children with their homework.” “I am new to this country and I am very happy at ATN. Teacher is very good” “This course has helped me to get a job. I am starting new job in 1 week.” (Learner feedback captured on OTLA, 14/6/2019)</p>
<p>More appropriate and bespoke target setting for students to understand what their goals are and ensure close monitoring of progress over time</p> <p>To further Improve higher level questioning Skills</p> <p>Further improve skills of relevant staff to accurately judge initial assessments</p>	<p>OTLA reports identify that staff requires <i>further professional development opportunities especially in the areas of target setting.</i></p> <p>“I realise that the words I used in my written objectives for the lower ability learners could have been difficult for them to understand. In future I will use simpler words and sentences for the lower ability learners.” <i>(Tutor feedback on OTLA report, 14/6/2019)</i></p> <p>OTLA reports identify that staff requires <i>further professional development opportunities especially in the areas of higher level questioning techniques.</i></p> <p>“Use of questioning is good. Tutor used a variety of questioning strategies to check learner understanding. However, the tutor identified, “<i>I need to improve my questioning skills by asking more open ended and thought provoking questions to higher ability learners.</i>” <i>(Tutor comments on OTLA report, 14/6/19)</i></p> <p>Quality audits identified the need to retrain staff to mark English and Maths initial assessments accurately to meet the compliance requirements.</p>

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Personal Development, Behaviour and Welfare of learners

Criteria

Evaluate the extent and consider, where relevant and appropriate:

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

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

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

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

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

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

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

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

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

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

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

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

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

Strengths	How do you know?
<p>Excellent impartial careers guidance to enable learners to make informed choices about their current learning and future career plans</p>	<p>The personal development, behaviour and welfare of learners is good. Leaders and managers at ATN have created a culture that enables learners and staff to excel. They are committed unwaveringly to setting high expectations for staff and learners' conduct and achievement. Working relationships between staff and learners are exemplary. Students are set ambitious, but realistic targets which ensures exemplary conduct and outstanding outcome achievement. ATN has strong working relationships with local employers who provide job leads which ensures the curriculum offer remains current and up-to-date with local job needs. In addition, in 2018 4 members of staff completed CIAG Level 4 qualification, which helps to provide expert advice and guidance to develop career management skills such as CV building skills, job interview techniques, developing self esteem and confidence. 100% of learners have rated the advice and guidance they have received prior to the course and during the course as either outstanding or good. (Learner satisfaction survey, July 2019) 'Staff provide "effective initial advice and guidance to learners" to ensure that they place them on the appropriate level of course, Ofsted said.'</p>

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Almost all learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity.

<https://feweek.co.uk/2019/07/05/ofsted-watch-busy-week-with-good-news-for-most-providers/>

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

ATN has a highly effective safeguarding team who work closely with all staff and students to provide a safe and supportive environment. In 2018/19 3 new safeguarding deputies were appointed for West London centres including ATN Southall and Hayes. Any issues are identified promptly and appropriate support put in place. Observation reports identify that all learners are aware of importance of safeguarding and who to approach to report safeguarding issues as posters are displayed in classrooms. Staff consider learners' safety as a top priority. 100% of staff and attended celebration of equality and diversity event, which integrated safeguarding, prevent, British values, well-being themes in February 2019. They risk assess learners for safeguarding issues at the recruitment stage which enables them to monitor students' welfare during their programmes. In 18/19 a new safeguarding RAG rating document was effectively implemented which facilitates staff to vigilantly monitor learners' well-being and put interventions in place swiftly where they are required.

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Support for learners to meet their needs and interests are effective.

Staff provide good support to learners with personal and welfare issues, including access to counselling services. *“I used to fear from speaking in English and now that I am more confident I am also speaking in English with my children at home. My tutor helped me because I have been depressed due to the war in my country. I have been here 10 years and I am now more happier.”* (extracts from EV report Oct 2018). Tutors encourage their learners to be sympathetic to the needs of other learners regardless of their background. Therefore, the learners respect and support each other. ATN offers support to learners who have expressed concerns in their personal lives. E.g. Housing, childcare, etc. ATN staff offer advice and guidance and also signpost clients to other specialist agencies in the local borough.

‘Reviews carried out for all learners and learners have reflected on their learning. “I am learning so many new words of English. I am learning how to apply for jobs and how to speak on the telephone.” There is clear guidance given to learners about the next steps. E.g, (learner name) will follow simple written directions on a map and understand linking words in instructions.’ (course folder audit form, 25/7/2019)

Good positive progression leading to higher level qualifications and employment.

The majority of learners make very good progress and develop their skills further, particularly personal and social skills as a result of participation on courses, which is recorded within their ILP, learner satisfaction surveys, reviews, observation reports, learning walk reports, etc. cite; a marked improvement to their health and wellbeing, increased self-confidence & self-esteem, motivation, improved skills, improved job prospects, etc. Individual learning plans (ILPs) and learner course evaluations capture examples of how learning has empowered learners to make improvements to their employment prospects, well-being and family lives.

“Both of the learners interviewed were very happy on the programme and looking forward to move on to the next level. They were appreciative and happy with the support provided by all staff members, especially their class tutor. (Learner name)- I always kept my head down when talking and now that I have gained

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confidence, I am able to speak in English with the help of my Tutor. She never lets me give up. I am really enjoying my course. I spent 8 years in this country coming from Eritrea and I only knew how to say my name. I am now able to speak and understand English much better.' (Learner 2) - *'Like learner 1 (extracts FS Skills EV report Oct 2018)*

'There is a job board in the classroom which is regularly updated and SOW evidences clear embedding of employability skills with opportunities for learners to carry out job search' (OTLA report 14/6/2019). Teachers build valuable job search and work preparation skills into the curriculum. As a result, learners develop relevant English skills and understand what they will need to do to apply for jobs. On completion of their programme, a high proportion of learners choose to return to the provider and to progress to the next level of the course. *"This course has helped me to get a job. I am starting new job in 1 week."* (OTLA report 14/6/2019). In 2018/19 there is 2% of increase in the employment rates. 6% of learners have progressed to employment and another 6% work as volunteers. During their time at ATN the majority of learners become self-confident, self-assured individuals. This is evidenced through the high rates of internal progression as well as other positive progression gained by leavers of learning programmes. Overall positive progression is 74%. 59% of learners have progressed to a higher level of study within ATN.

ATN's management and *staff at all levels are strongly committed to improving attendance*. Staff work hard to promote a culture of high attendance. Currently the attendance rate is 89%, just below 90%.

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Areas for Improvement	How do you know?
<p>Further improve employment rates and employability skills development opportunities</p> <p>Quantify the development of transferrable skills</p>	<p>Current employment rate is 6%. It is expected that at least 8% of learners will get paid employment in the new academic year.</p> <p>ILPS are used to capture the development of transferrable skills. However, this has not been analysed to identify the journey learners have made in those skills development especially in the areas of reading, writing, speaking and listening, Maths, IT, employability, job search, confidence, self-esteem and motivation.</p>

Outcome for Learners

Criteria

Evaluate and consider where relevant and appropriate, the extent to which:

- learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners
- learners attain their learning goals, including qualifications, and achieve challenging targets
- learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards
- learners enjoy learning and make progress relative to their prior attainment and potential over time
- learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work
- learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth
- severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment there are any significant variations in the achievement of different groups of learners.

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Strengths	How do you know?
<p>Outstanding outcomes for learning programmes.</p>	<p>There were a total of 35 enrolments in 2018/19. All learners were enrolled for either Functional skills in Maths or English highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life including English and Maths as appropriate for their individual needs and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications.</p> <p>Functional skills in Maths qualifications accounted for 80% of adult enrolments and 20% of learners were enrolled on Functional Skills in English. All learners retained made outstanding progress during their programme compared with their starting points. 33 out of 35 starts have gained full qualifications and this translates into a pass rate of 100% which is the same as last year's. Compared to 17/18 this year retention rate has increased by 2% and is 94% which helped to improve overall achievement by 2%. Currently the achievement rate is 94%.</p> <p>Functional skills in Maths qualification has outstanding pass rate of 100%. However, achievement rate has dropped by 4% to 96% from previous year's 100%. Functional skills in English has a pass rate of 100% and achievement rate of 86%, which is an increase of 8%. Retention rate for Functional Skills in English is also 86%.</p>

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	2017/18	2018/19
Starts	25	35
Pass rate	100%	100%
Achievement rate	93%	94%
Retention rate	93%	94%

Strong leadership and management coupled with robust performance have a positive impact on teaching and learning outcomes.

Macro and micro level monitoring of progress against targets at all levels of provision takes place from the very start of the academic year and is evident in the agendas of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress is embedded in the quality cycle. This includes detailed feedback from all stakeholders and learners. This enables managers to focus support to best improve outcomes for learners and leads to all staff and students being aware of their own personal targets with a clear plan to implement improvements.

A high proportion of learners' progress to positive destinations, often starting their course at an entry level moving up towards level 1 or 2. Destinations show that 79% of learners have progressed in their education within ATN. 6% have gained sustained employment or voluntary work and another 6% is ardently looking for work.

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	Achieved		Withdrawn	Grand Total
(VOL 1) Voluntary work (child's school)	1	3.03030303		1
At home	3	9.090909091	2	5
Employment	1	3.03030303		1
F S Qualification in English Entry 2	11	33.33333333		11
F S Qualification in English Level 1	6	18.18181818		6
Looking for Employment	2	6.060606061		2
Moved out of Area	1	3.03030303		1
Pregnancy	1	3.03030303		1
Start IT Entry Level 3 Award for IT Users	1	3.03030303		1
F S Qualification in English at Entry 3	6	18.18181818		6
Grand Total	33		2	35

Enrolment of male learners (34%) remain low compared to female learners (66%). However, achievement of female learners (91%) is lower than male learners (100%). Pass rate for both is outstanding at 100%.

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The majority of learners across ATN achieve well and their achievement rate is 100% as shown in the table below. However, there are variances of achievement within a few minority ethnic groups.

Ethnic Origin	<i>Passed</i>	<i>Achieved</i>	<i>Not Achieved</i>
AFRICAN	100%	50%	0%
ANY OTHER ASIAN BACKGROUND	100%	100%	0%
ANY OTHER ETHNIC GROUP	100%	100%	0%
ARAB	100%	100%	0%
BANGLADESHI	100%	100%	0%
ENGLISH/WELSH/SCOTTISH/NORTHERN IRISH/BRITISH	100%	100%	0%
BLACK/BLACK BRITISH-AFRICAN	100%	100%	0%
PAKISTANI	100%	67%	0%
ASIAN OR ASIAN BRITISH	100%	100%	0%

Achievement of African learners is the lowest at 50% and this is due to 50% of learner withdrawals. Similarly achievement rate of Pakistani learners was 67% due to withdrawals. 11 learners (31%) had declared disability and 100% of disabled learners have achieved the qualifications.

Areas for Improvement

How do you know?

Narrow any gaps in achievement between different groups of learners especially African and Pakistani.

Equality of opportunity and recognition of diversity are promoted well throughout the organization and supported by all key policies and procedures. However, outcome achievement of learners from Pakistani and African backgrounds are approximately 35%-50% lower than the other learners.

In 2018/19 there is 2% of increase in the employment rates. 6% of learners have progressed to employment. In 19/20 it is expected that at least 8% of learners will obtain employment.

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<p>Further improve employment rate by 2%.</p> <p>Development of employability skills of learners through work placements.</p>	<p>In 2018/19 6% of learners had opportunities to work as volunteers. In 19/20 it is expected that at least 10% of learners will be encouraged to undertake work placements upon completion of their courses.</p>
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