BDC
Barking & Dagenham College

Curriculum Area	Functional Skills English and Mathematics	SSA No:	
Curriculum Manager	Jojy Varghese		
Curriculum Directorate	Adult Training Network Ltd (sub-contractor of BDC)		
	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		

Safeguarding is effective	Yes	Safeguarding is not effective	

CIF Themes	Tick provision included in this area
16-18 study Programmes	
19+ Learning	✓
Apprenticeships	
Traineeships	
Employability	
Community Learning	
High Needs Funding recipients	
14-16 FT/PT	

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.
(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.

Progress on Improvement Actions (In this section list all the actions from 17/18 QIP and progress made against them)		
Actions from QIP	**Completed/ Ongoing**	**Impact on actions (Evidence)**
Please refer to 17/18 QIP attached as a separate document		

Outstanding Actions to Include in 16/17 QIP if actions have not brought about significant improvements (i.e. achieved national average)

N/A . ATN did not deliver in 16/17

Emerging strengths in 2017/18

1. High quality professional development **and** robust performance management

2. Very good pass rate (94%) and achievement rate (88 %).

3. Excellent Retention Rate of 94%

4. Good achievement in teaching, learning and assessment with 100% of tutors receiving "*good"* grades.

Emerging areas for Improvement in 2017/18

1. To improve pass and achievement rates for Functional skills in English qualifications.

2. Continue to improve the quality of teaching, learning and assessment with a target of moving all tutors to 'outstanding' grades.

3. Improve learner progression into employment through effective management of learners' employability skills and by creating opportunities for employment.

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 contentof 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 disadvantagedor 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

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?
	"Members of staff have been well supported in gaining qualifications in line with their role." (Matrix Annual review report, Nov 2017)

High quality professional development and robust performance management	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. Highly qualified staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs. All delivery staff are eminently qualified to levels suitable for their areas of individual expertise and application. A majority of tutorial staff have achieved Masters level qualifications, but invariably have also achieved PTLLS, CELTA, Level 4 Education & Training in the specialisms of ESOL and Functional Skills. Staff are encouraged at every juncture to grow within the organisation and to meet the fluctuating demands of a vastly diverse and ever-changing community. The commitment of staff to their professional development remains good. 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: - Level 4 Level 4 Diploma in Advice and Guidance - Level 3 Diploma in Business Administration - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice - Preparing for RARPA - EV & IV feedback meetings - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice - Standardisation of marking training - Preparing for Matrix and matrix assessor feedback - Preparing for EV visits

	- Negotiating Lesson observation grades - Safeguarding training - Equality & Diversity training - Prevent training - Embedding British Values - Target Setting - How to provide effective feedback - How to use differentiation strategies effectively In addition to the CPD activities, developmental action plans following lesson observations and moderation visits were followed by staff rigorously. Staff support for improvement is constructive and effective. Staff undertaking training sessions have helped learners to have a better understanding of British values, E&D, safeguarding etc. The sessions on differentiation strategies and feedback on assessments and lesson observations helped tutors to plan and deliver teaching sessions more effectively and efficiently. "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)
Strong leadership and management has a positive impact on teaching, outcomes and ATN's sustainability	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. Director, managers and trustees have high expectations and have created a positive learning environment at ATN, which enables staff and learners to excel. ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn improving outcomes of all groups of learners. Overall pass rate for 2017/18 is 94% and above national rates for all the group. This significant and sustained achievement has resulted from an improved cultural dialogue, which places ATN's primary focus on teaching, learning and assessment.

	A majority of people accessing ATN's services are disadvantaged as a 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. Every student has 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. "100% learners agreed that they had received excellent support from the tutor and all completed their ILPs (Functional Skills in English Entry level 1", November 2017)
Good support to meet learning needs and personal goals	ATN inspires learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. 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 Functional skills 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. Expectations of learners are consistently high across various courses and are reinforced during lessons and tutorials. Teachers develop strong and supportive working relationships with learners and are committed to their development. Learners' work is of a high standard and target setting is used effectively in the classroom to develop knowledge and skills and to support progress. Many learners took part in training sessions such as employability skills development, CV skills, confidence building workshops etc which have enriched learner appreciation and understanding of the world of work. Students learning English are offered Maths and ICT courses and employability courses to develop their employability skills, given many have never been employed. All

classrooms are well-equipped with IT facilities and are decorated with subject specific posters and models of student work. Many learners felt valued and greatly satisfied during their learning programmes at ATN as they believe that the courses will enable them to obtain their life goals such as getting employment in desired area of work and gain life skills. This is evidenced in observation reports and learner feedback collected using various tools.

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Good preparation for learners for successful life in modern Britain and good promotion of British values.

Students are supported to exceptional levels whilst attending ATN and receive every encouragement to succeed, regardless of personal circumstances and individual barriers. At ATN learning programmes are efficiently structured to provide a coherent and substantive course of study at various levels with a range of activities which are appealing to the learners and facilitate them to meet their individual needs, including for those with learning difficulties and/or disabilities. ATN is committed to providing a positive and supportive working and learning environment for all staff and learners, consistent with the ethos of respect and tolerance. ATN always aims to promote best practice in the advancement of equal opportunities and carry out its functions in such a way as to eliminate unlawful discrimination, promote equality, embrace diversity and tackle any persistent and long-standing issues of disadvantage. All staff attended Equality/Diversity, British Values, Prevent, and Safeguarding training during 2017/18. 100% of lesson observations identified good promotion of equality and diversity and promotion of British values during lessons.

"We are happy with our learning at ATN as we feel welcomed and like the good atmosphere in the centre " "The staff at ATN are very helpful and considerate" (learner comments recorded on course review form, FS Skills Maths Entry 1)

Excellent impartial careers guidance to enable learners to make informed choices about their current learning and future career plans	*"I am privileged to join ATN. My adviser guided me and motivated me saying 'age should not be a barrier…Now I realize, age should not prevent me from achieving my dreams. Thank you to my adviser for the recommendations." (BDC learner comments on NCS feedback form)* ATN exists to create opportunities for its students many of whom come from disadvantaged backgrounds. The College's mission is to create opportunities through inspiring teaching and learning is understood at all levels of the organisation. ATN has an NCS, (National Career Service,) contract for advice and guidance. During 2017-18 most learners worked closely with the NCS advisers working at Hayes and Southall centres who have regularly provided career advice and guidance. Labour market information was updated on a daily basis. "Adviser did a BOC calculation and this has helped me to know how much better off I will be if I sign out and accept offer of my current employment." (learner feedback on NCS comments form, Jan 2018)
Areas for Improvement	**How do you know?**
Continue to improve safeguarding practices.	• *Nil entries on AT RISK register. Safeguarding issues to be monitored more closely considering the diversity of learner groups. Continue to improve awareness of staff through training on identifying potential safeguarding issues involving refugee learners.*

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.

Strengths	How do you know?
	"A good Centre with a team of experts who collectively work together to support a good standard of teaching and learning." (ESOL EV report, March 2018)

High standard of teaching, learning and assessment leading to the success of ATN.

Number of sessions observed	Outstanding	Good	Requires improvement	Inadequate
5	0	5	0	0
	0.00%	100.00%	0.00%	0.00%

The Teaching profile across the centres remains good and is improving. Overall there were 5 teachers in scope in 17/18 and 100% received observation grades citing them as good. Observations were carried out both internally and by the quality managers from the prime, BDC. These have validated ATN's processes and confirmed the rigour of our internal quality assurance. Tutors set high expectations in the most successful lessons and personal targets are continuously monitored both in class and through homework tasks. In most sessions observers noted innovative use of differentiation strategies and resources and excellent embedding of Maths and ICT. Learners are keen to contribute in lessons and are given the opportunity through varied and challenging activities which encourage the development of higher level thinking skills whilst providing necessary scaffolding to support less able or confident learners. "Excellent use of activities and resources to aid teaching and learning: Tutor has designed a very good PowerPoint presentation to teach formation of compound words. In addition, a range of activities and resources were planned to maximise learning." (OTLA report , 17/1/18)

Clear and constructive feedback to learners through assessment and progress reviews ensures what learners have to do to improve their skills, knowledge and understanding to achieve their full potential

Most learners, regardless of their background or course have very clear understanding of their goals and most importantly how to achieve them. Expert advice and guidance at enrolment provides clear sightlines to specific career paths and help learners manage expectations. In good lessons formative feedback is common. Learners are not concerned about making mistakes and build on judgements as a result. Effective use of questioning strategies along with strong formative feedback provides clear progress indicators which are reviewed regularly. "Learners were supported efficiently through

	the preparation of effective activities and implementation of differentiation strategies. Differentiation techniques included: graded questions, 1:1 support for weaker learners, challenging tasks and extension activities for early finishers and stronger learners." (OTLA report , 17/1/18)
	ATN's judgements are trusted by external stakeholders. EV reports acknowledge both good learner support and excellent internal assessment which not only meets but exceeds the standards set by awarding bodies. Where appropriate as an assessment model, mock exams adhere to the rigours of awarding body protocols to prepare learners for the specific mode and terms of assessment as well as interrogating their knowledge of content. Learner progress is successfully monitored through mid-course and end course reviews. Targets are SMART and written in language accessible to the learner promoting ownership. Most learners who provided feedback rated the quality of teaching as outstanding since they found their teacher supportive and helpful. All observation reports identified that learners receive good individual support and enjoy their life at ATN and gain confidence to obtain employment. "…(tutor name) is a great tutor. She makes me comfortable when I am learning. (End course review 20/7/18, FS Eng. E3)
Good promotion of equality and diversity through teaching, learning and assessment	Good practice in the promotion of equality and diversity is widespread in preparation of lessons and course. Observation reports and learner feedback suggest that teachers pay attention to lesson plans to accommodate individual differences and individual needs in teaching sessions. Resources which are current and culturally relevant for the needs of the diverse ethnic group of learners are used. "Classroom was arranged effectively to include the learners from the diverse background. All the learners are aware of the key concepts relating to equality and diversity such as the need to respect each other's culture, religion, race, colour, etc." (OTLA report, 26/3/2018). End of the course customer satisfaction survey identifies that 99% of learners agreed that other members in the class were friendly and supportive.

• To improve target setting for lessons and ILPs.	Although targets are SMART and written in language accessible to the learner promoting ownership some lesson observations identified a need for improving target setting to achieve outstanding standards in teaching and learning. 97% of learners agreed that ILPS were completed. However, 9 % of learners were not sure whether they had achieved all the learning goals. "Tutor to improve understanding of SMART objectives for sessions and ILPs by attending a training session on 'Target Setting' (OTLA report, 13/6/2018)
• To improve S/L assessment sample writing skills	FS Skills EV visit identifies that S/L observation report writing needs development across all assessors to 'describe how' the learner covered the assessment criteria as opposed to just comments/quotes by the learner. "Develop English S/L observation writing skills; standardisation across the team" (FS Skills EV report; 8/2/2018)

The programmes offered by ATN are highly dependent on the successful progression of students once studies have been completed.

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 thatenhance 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

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?
Good internal progression opportunities.	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 ATN leavers. Internal progression rates is good. Nearly 75% of learners now progress internally. Learners are well prepared for progression opportunities through specific tutorials and the skills they develop on their learning programmes. Last year 75% of learners (whose progression is known) progressed to a higher level of study within ATN. 3% is in education with another provider. Overall positive progress is 81%.

Most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity.	As a result of high expectations from ATN's staff, most learners demonstrate exemplary behaviour creating a culture which promotes tolerance and celebrates diversity. Teachers, managers and students alike work hard to abide by the high standards expected at the College and as a result, there were no incidence of poor behaviour reported. Learners' behaviour is regularly cited as a positive feature in lesson observation reports and teachers' feedback confirms this as a particular feature at ATN. During 2017-18 no safeguarding issue was identified. 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. The safeguarding policy was covered in learner induction as well as constantly reminded by staff. According to the satisfaction survey 100% of learners agreed that they felt safe and respected during the course.
	Various strategies effectively implemented through staff training, embedding of various themes into curriculum, poster displays, audits, etc. ensure good learner understanding of prevent strategy to promote British values and to stop people becoming radicalised or supporting terrorists. Teachers ensure that ground rules are established during learner induction and 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 to be able to remain open to multiple perspectives and avoid any form of personal attacks.
	"All learners appeared to be very delighted about their learning and the teacher. Learner comments included: "we are like a family", "teacher is very good", "we are learning a lot", "…and we like to come here every day". (OTLA report , 17/1/18)
Good development of personal, social and employability skills, including English, mathematics and ICT skills	

"ATN ensures that all customers who attend ATN programmes benefit from expert advice and guidance in relation to career development and progression." (Matrix Annual review report, Nov 2017)

ATN has awareness of their learners' needs and interests and possesses an extensive employer network that has been established and ensures not only educational achievement, but also high levels of progression into sustainable work destinations and gain employability skills and work experience. ATN has an NCS, (National Career Service,) contract for advice and guidance and Matrix accreditation which was reviewed in November 2017. 'Most learners commented that they were given the appropriate course information prior to joining the course. In addition they also commented that that were happy with the course timings as they are able to arrive at the centre on time as it meets their requirements.' (course review, FS Maths Entry level 1).

ATN provides excellent opportunities for learners to improve their economic and social well-being. The college ensures that students at all levels have employability integrated into their learning programmes. This is tailored to each particular level to ensure that it is relevant to the needs and aspirations of the learners. ATN also offers work experience to its learners through the partnerships established with the local employers and charities. "Various activities and worksheets prepared by (tutor name) appeared to be very fascinating and productive. Tutor embeds employability contents into her sessions to cater for the interests and needs of the learners. Client feedback and their contributions during the lesson suggest that they enjoy their course thoroughly and is useful. Learners commented, "we are on track to get employment after the course." (OTLA report, 26/3/2018). 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.

	"This learner was interviewed on the day. He was extremely satisfied on the programme and praised his Tutor and the rest of the team. He emphasised the fact that all staff have helped him with his employability skills and to create necessary letters needed for appropriate authorities ie Housing Benefit." (Functional Skills EV report, 8/2/2018)
Attendance and punctuality monitoring is very good.	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. ATN's management and *staff at all levels are strongly committed to improving attendance.* Staff work hard to promote a culture of high attendance. There are attendance related posters displayed in prominent areas. Attendance across most subjects and levels is good. Overall attendance rate is 94%.
Areas for Improvement	**How do you know?**
• Improve ways to capture learner voice with a focus on improving learners' personal development, behaviour and wellbeing.	Currently ATN has created a conducive learning environment in which learners feel free to share and discuss their ideas and concerns. There are numerous opportunities for learners to have their voices heard using the surveys, evaluation forms, etc. which are fed back to students demonstrating ATN's commitment to address students-raised issues and concerns in a timely and effective manner. Additionally, there is a common consensus amongst staff and learners that ATN will hugely benefit from holding focus group discussions and introducing schemes such as vouchers or internal certificates for high achievements to further improve attendance and learner behaviour and wellbeing.

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.

Strengths	How do you know?
Learners make good progress during their programme compared with their starting points.	There have been a total of 120 enrolments in 2017/18. All learners were enrolled for either Functional Skills in English or Maths highlighting how ATN has responded to the needs of a diverse local community. Learners develop a range of skills for life including English and Maths- as appropriate for their individual needs- and complete formal qualifications throughout the course. Majority of learners make excellent progress on these qualifications. Functional skills in English qualifications accounted for 43% of adult enrolments and 57% of learners were enrolled on Functional skills in Maths qualifications. 105 learners have gained full qualifications and this translates into a pass rate of 94%. Retention rate is good at 94% and overall achievement rate is 88%. Functional skills in Maths qualification has higher pass rate (95%) compared to Functional Skills in English, which has a pass rate of 92%. There is -3% difference in achievement rate between the 2 learning programmes, Functional Skills in English & Maths. 87% achievement rate for FS English and 90% for FS Maths.

Good outcomes for various groups	ATN is based in the heart of a diverse community in Ealing and continues to recruit learners from a wide range of ethnic groups, the vast majority of whom achieve and make good progress. The four most significant cohorts are Asian (49%), African (26%), White (20%) & Arab (3%). Outcomes are good for all the 4 groups and are in line with or above national rates. White learners have the highest pass rate (96%) whereas African learners had 84% of pass rate. Outcomes for learners with disability are outstanding. There were just 3 learners with declared disability and 100% achieved their full qualifications and have progressed to higher level qualifications. 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. "Learners have regular opportunities to review their progress and goals. Ongoing and throughout. This was clear through the candidate interview." (Functional Skills EV report, 8/2/2018
Areas for Improvement	**How do you know?**
To improve pass rate for male learners	Pass rate for male learners requires improvement. During 17/18 pass rate for female learners was higher than male learners. Female learners achieved 93% whereas achievement for male learners is 79%.

Inadequate employment rate	Although 68 % of learners are optimistic about getting jobs once their course is completed, 16% of learners believe that they are not equipped to go into a job situation once the course is completed. A further 15% were not sure whether the courses will enable them to obtain employment. During 2017-18 ATN established partnership with more than 50 local employers. Job search support is provided to students and the NCS adviser is available to offer 1:1 career support. However, the good services offered by ATN has not had any immediate positive impact on learners to gain employment. Currently employment rate is 2%. This underlines the importance of establishing stronger relationships with more employers that will facilitate learners to gain work skills and employment opportunities. However as these courses are at Entry Level the progression for most learners is into further learning (81%) prior to moving into employment.

QUALITY IMPROVEMENT PLAN 17-18

Date	15/10/2018		Curriculum Area Lead		Jojy Varghese	
Curriculum Area	Preparation for Life and Learning (English and Maths)	**Action plan completed by**	Jojy Varghese	**Contributors**	Managers, Tutors, Admin, learners	

Action arising from SAR:		Area for Improvement:			Measurable Target:	
Priority Actions		**Success Criterion/criteria**	**Action by whom**	**Review Date(s)**	**End date**	**Impact Assessment** *i.e. How far you are in line to achieve your target*/**Update**
Continue to improve safeguarding practices Arrange refresher training sessions on: • Safeguarding vulnerable adults • E&D • British Values		Safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty, is effective	Mangers/ tutors/	20/12/2018	On going	Refresher Prevent training is currently being organised currently for the staff team to ensure that key staff are made aware of the signs of radicalisation and are able to deal with appropriate reporting structures.. Training is scheduled for the 2nd Nov 18.

Action arising from SAR		Area for Improvement:			Measurable Target:	
Priority Action		**Success Criterion/criteria**	**Action by whom**	**Review Date(s)**	**End date**	**Impact Assessment** *i.e. How far you are in line to achieve your target*/**Update**
Improve target setting for lessons and ILPs. Lead IQA to arrange training session on target setting by 31st Oct 2018		**All** learners make **outstanding** progress in meeting objectives and individual targets, understand how to improve.	Mangers/ tutors	10/11/2018	20/12/2018	Impact assessment will be measured after the training session of the 31st Oct.

Action arising from SAR	Area for Improvement:			Measurable Target:	
Priority Actions	Success Criterion/criteria	Action by whom	Review Date(s)	End date	Impact Assessment *i.e. How far you are in line to achieve your target*/**Update**
To improve employment rate. Revisit employer records and make contacts with more employers for employment opportunities for learners. Hold recruitment events at least every 6 months for job ready learners Track learner progress after the completion of their courses for at least 6 months	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.	Managers/ employability team Managers/ employability team Managers/ employability team	20/12/2018 20/10/18 20/12/2018	18/7/2019 18/7/2019 18/7/2019	Currently tracking learners who have left ATN in the 17/18 academic year to ascertain if more learners have moved into employment.

Date		Curriculum Area Lead			
Curriculum Area		Action plan completed by		Contributors	

Action arising from SAR	Area for Improvement:			Measurable Target:	
Priority Actions	Success Criterion/criteria	Action by whom	Review Date(s)	End date	Impact Assessment *i.e. How far you are in line to achieve your target*/**Update**

Action arising from SAR	Area for Improvement:			Measurable Target:	
Priority Actions	**Success Criterion/criteria**	**Action by whom**	**Review Date(s)**	**End date**	**Impact Assessment** *i.e. How far you are in line to achieve your target*/**Update**

Action arising from SAR	Area for Improvement:			Measurable Target:	
Priority Actions	**Success Criterion/criteria**	**Action by whom**	**Review Date(s)**	**End date**	**Impact Assessment** *i.e. How far you are in line to achieve your target*/**Update**