



ADULT TRAINING NETWORK

ANNUAL REPORT

AUG 2021 - JUL 2022

Adult Training Network (a company limited by guarantee)

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Structure governance and management

The Adult Training Network is a Registered Charity Number 1093609, established in July 1999, and a Company Limited by Guarantee number 4286151. The Head Office is at Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, UB1 3EJ.

The Adult Training Network has a Board of Trustees and a Managing Director, who is the main contact person for the organisation. Further information on the Adult Training Network can be found on the organisation's website at <http://www.adulttraining.org.uk>. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

Objectives and activities

The Adult Training Network (known as ATN) strives to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. One of its main purposes is to build the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment. In addition, the Adult Training Network strives to integrate learners into the social and cultural fabric of society at large. The organisation was formed to help address the educational disadvantage suffered by certain marginalised sections of the community.

The main objectives of the educational programmes are to:

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

Staffing

In the period August 2021 – July 2022, ATN employed 26 members of staff.

ATN Southall employed a total of 17 staff members, who served various programmes funded by RUTC, CAF and MI Computer Solutions. It included the Director, Regional Manager, Strategic Adviser, two part time administrators, one lead Quality Assurer, 7 ESOL/Functional Skills/Maths tutors, one part time ICT tutor to deliver Digital Skills, one part time cleaner, one part-time finance coordinator and a Network Engineer. In Stevenage, Hitchin and Luton centres there were a total of seven members of staff employed to serve learning programmes funded by SteptoSkills and North Herts College. Staffing included: five part time tutors to deliver ESOL programmes, one administrator and admin/outreach officer. In Merton one part time Digital Skills/English Tutor was employed and in Slough one part time Digital Skills tutor was employed.

STAFF DEVELOPMENT & TRAINING:

During the year 14 members of staff started and/or completed 76 qualifications as part of the continuing professional development programme. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment. During 2021-22 we continued to provide support to our tutors and other members of staff to extend and enrich their skills and to further enhance their professional development. Some of the key CPD activities attended by the staff in this period were as follows:

- Safeguarding/Prevent refreshers
- Standardisation of Marking
- [Written Corrective Feedback - Cambridge University Press ELT](#)
- Level4 Award in IQA
- Using tasks in language teaching
- Stephen Krashen on Language Acquisition
- Gregory Hadley - Challenges in extensive reading: working with what students bring to the class.
- Gaby Lawson - Strategies for teaching grammar online
- Practitioner led reflections on maths and English
- Exploring, Adopting and Leading digital practices
- Education and Training Level 3
- [Written Corrective Feedback - Cambridge University Press ELT](#)
- Exploring, Adopting and Leading digital practices
- CELTA

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds), Edexcel and Gateway Qualifications for various qualifications including Functional Skills in English and Maths and ESOL at all levels including Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2, Business Administration, ICT, etc. These include options for both paper-based and on-line testing. ATN is accredited to offer the following portfolio of qualifications:-

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

ACTIVITIES AUGUST 2021 – JULY 2022

Partnership with Richmond upon Thames College (RUTC)

Key Strengths
Excellent pass and achievement rates for learners with disability.
Learner feedback is extremely positive regarding all aspects of ATN.
Highly effective CPD opportunities support delivery staff.
Increase in overall pass rate.

High standard of teaching, learning and assessment has been key to the success of ATN. There exists a highly effective performance monitoring of learner progress and achievement at ATN using various QA methods such as OTLAs, learning Walks, Quality Checks of tutor folders, formal and informal collection of learner feedback, audits, etc. 100% of OTLAs identify good achievement of learner engagement and learning outcomes. "The Centre have a robust QA system in place and this was evident throughout the day... The team work well together to meet the needs of their learners; the EQA is very happy to have quality assured the Centre's work today. It has been a pleasure to see how the Centre have improved their assessment and IQA practices; a commendable and collective team effort has been seen throughout the day." (C&G ESOL EQA report, 18.07.2022)

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 learner outcomes are being met. According to the End course survey 77% of learners have rated that the quality of resources as outstanding. A further 23% have agreed that the quality of resources was good.

ATN aims to unlock potential for employment and social prospects through education and training. The organisation was set up in July 1999 to address the educational disadvantage suffered by certain marginalised sections of the community. Learner feedback collected in the form of reviews, evaluations, case studies, OTL feedback, OTL and audit reports, etc. highlight the fact that ATN is successful in achieving its goals and vision. According to the end course survey analysis 40% of learners have rated the quality of teaching they received on their course as outstanding and a further 56% rated this as good.

Learner feedback processes are creative and well developed. They are carried out on multiple occasions to capture learners' aspirations and views about their programmes and the information captured is used to inform future planning of their

learning programmes. Learner views on their own progress are captured well through reviews and various evaluations. Lesson OTLs and learning walks highlight highly effective verbal feedback provided. Some of the learner views on teaching and learning included the following comments:

“We have learnt a lot. We will get jobs.” “Mental health is important. Class helps to improve health.” (OTL report, 25/11/21)

Highly effective CPD opportunities support delivery staff to be eminently qualified to levels suitable for their areas of individual expertise and application. Tutors are supported well by managers to become better teachers through a carefully developed programme of professional development that is closely linked to thorough and reflective evaluations of their teaching. According to end course survey analysis 89% of learners rated teaching at ATN as excellent and the remaining 11% identified good teaching.

Excellent embedding of e-learning. Excellent integration of e-learning continued in 2021/22 and this was welcomed by most learners. During COVID 19 e-learning gained more prominence at ATN's various branches including Southall. Tutors have been able to adapt their delivery model to ensure most learners continued to utilize their learning opportunities via learning through digital platforms such as Zoom. ATN ensured e-safety was effectively integrated into sessions by constantly reminding learners about staying safe online. Achievement and pass rate for IT integrated learning continued to be high.

Good outcome rates

	2019/20	2020/21	2021/22
Starts	521	160	362
Retention rate	90%	98%	92%
Pass rate	94%	92%	93%
Achievement rate	85%	90%	86%

In 2021/22 learner recruitment has increased dramatically compared to the previous year. In 20/21 there were merely 160 enrolments. However, in 2021/22 learner recruitment has been more than double. 362 learners enrolled for various programmes in 21/22. The increase in learner recruitment has been mainly due to increase in funding value. Large proportion of learners are from BAME background.

Pass rate has increased by 1%. Pass rate is 93% in 2020/21. In 2019/20, pass rate was 94%. Achievement rate has declined by 4% in contrast to the previous academic year. However, compared to 2019/20 this is 1% higher. In 2019/20 achievement rate was 85%. Retention rate remains good at 92%. However, this is 6% lower than previous year and + 2% higher than 2019/20.

Support for learners with disability is excellent. 75 learners had a disability in 2021/22. This was 21% of total number of learners. Pass rate for disabled learners is outstanding at 100%. Achievement rate is recorded at 92%.

Compared to previous years, achievement gap continues between male and female learners. In 2020/21 295 female learners were enrolled for various learning programmes, which is 76% of total enrolments. However, number of enrolments for male learners has been 67 that is 19% of total enrolments. Female learners have achieved a higher retention (93%) and pass rate (96%) compared to male learners' retention (88%) and pass rate (87%).

Attendance across most subjects and levels is good. Learners and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to good outcome rates. Attendance across most subjects and levels is good at 86%. Teachers and all ATN staff work hard to promote a culture of high attendance.

Excellent development of Maths and ICT skills within ESOL and FS English. ATN has given a high priority to developing Maths, English and ICT in order to improve the employability of the learners. Lesson observations and learner feedback collected on various occasions reveal that most learners in ESOL & functional skills qualifications agreed that the course had helped them to improve numeracy skills. Similarly, most learners have commented that their respective course had helped them to develop employability skills. All SOWs and lesson plans audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. Through this, learners are well-prepared for the next stage such as further training and employment. 100% of tutors agreed that they embed employability into SOWs and lessons on a regular basis.

Excellent promotion of British Values and Safeguarding. ATN community is made up of people from a wide range of cultures and backgrounds. Staff are very aware of the challenges brought by this diversity and are persistent in promoting fundamental British values of tolerance and respect by setting high standards for behaviour around the centres. As a result, learners feel safe in the centres. 62% of learners have answered the question 'How would you rate safety and respect you have experienced during the course?' as outstanding and a 36% rated this as good. (End course survey analysis, July 2022)

Good development of employability skills. Learning provides learners with the knowledge and skills they need to meet regional employment and training priorities. A more robust curriculum planning process has led to curriculum areas offering qualifications that are relevant to meet local skills gaps. In negotiation with tutors and learners' aspiration realistic levels of achievement is set for each learner. ATN continue to inspire learners to actively consider employment opportunities and invests heavily in staff and resources to facilitate both individual ambition and future prospects. As a result, 4% of learners got into employment in 2021/22.

Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times.

Leaders and managers provide a clear strategic direction for ATN with regular strategic updates. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development. 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 learners.

Key Areas for Improvement

Improve employment opportunities for learners further.

Further improve quality of exit IAG provided at the end of the course.

Learner reflection of their learning requires improvement

Further improve quality of online teaching and learning.

Partnership with MAL

Overall Effectiveness key strengths

- Excellent outcome rates for Digital Skills learning programmes. The same as with the previous year, retention, pass and achievement rates remain outstanding at 100% in 21/22.
- Good recruitment to programmes. More than 70% of learners are in-borough learners and learners from the deprived wards in Merton.

Highly effective Quality assurance system leading to outstanding achievement rates for Digital Skills qualifications. There are effective systems in place to ensure high quality tracking and progress reviews of learning through the administration of RAG rating spreadsheet, ILPs and reviews of learning targets. Progress and achievement on non-accredited learning programmes were effectively managed through RARPA process.

- Good promotion of CPD opportunities provided to staff and tutor. ATN recognises that the high quality of provision is largely dependent upon the continual development of staff, therefore we strive to make continuous professional development a high priority. For example this year staff have attended CPD courses in Safeguarding Vulnerable Adults, Prevent, Setting SMART Targets, RARPA, Embedding Maths, English & ICT, Sequencing &

Feedback and Web Content accessibility guidelines (WCAG). One volunteer embarked on an Award in Education & Training Level 3 and successfully completed the course.

Overall Effectiveness areas for improvement

- Capturing of learner progression in a timely manner requires improvement.
- Improve outcome rates (by at least 5%) for Functional skills in English qualifications from Entry levels to Level 1.
- Provide more effective support for learners who require additional support. One of the reasons for low achievement rates for higher level courses in Functional Skills in English is a lack of additional support.
- Further improve learner recruitment. ATN would seek to improve learner recruitment by appointing an outreach and widening participation officer to be based locally with Mitcham. The role would involve developing even closer links with JCP and other potential referral organisations.
- Ensure high quality in data entry on Maytas and resolve data entry issues in a timely manner.

Quality of Education

Quality of Education Implementation key strengths

- High quality teaching as a result of tutors' considerable teaching experience, knowledge and skills.
- ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves as well as other stake holders.
- Good learner engagement and stretching of learning. Highly effective differentiation strategies were used by the tutors to support and challenge stronger learners. For example, well planned extension activities used for early finishers.

Quality of Education Implementation areas for improvement

- Improve achievement and pass rate for accredited learning programmes especially, Functional Skills in English Level 1. Several factors such as lack of ALS support, low numbers for FS English Level1, insufficient time to carry out resits, etc. have contributed towards low achievement rates.
- Relevant staff to ensure the resources are highly effective for the delivery by resolving any technical issues with immediate effect. OTL report identifies that there were occasions when laptops given to learners did not work and this was not resolved at the earliest.

Quality of Education Impact (including outcomes for learners)

Quality of Education Impact key strengths

- Outstanding outcome rates for Digital Skills learning programmes at 100%.
- Excellent learner feedback and case studies identify the learning programmes are benefitting learners.
- 73% of learners have either moved into positive progression or shown an intent to join a new learning programme.

Quality of Education Impact areas for improvement

- Use of inspiring varied & high quality resources at all times requires improvement. Lack of timely technological support to fix technical issues has led to learners not completely satisfied with the resources in Digital Skills learning programmes.
- Capturing impact of CPD on teaching and learning needs to improve.
- ALS support for learners with various needs requires further improvement.

Skill in English (AEB) Adult Skills Provision data

- In 2021/22 learner recruitment has increased dramatically for Functional Skills in English qualifications. In 20/21 there were merely 13 learners for accredited learning. However, learner recruitment for FS English has increased by approximately 4 times. There were 53 enrolments in 21/22. Similar to the previous years the number of male learners to female learners was 1:4. Large proportion of learners are from BAME background. 34% of learners had declared a disability.
- Outcome rates have decreased for Functional Skills in English. Retention rates decreased by 11% and pass and achievement rates have decreased by 13% and 22%. Pass and achievement rates in 21/22 are much higher than 19/20. In 19/20 pass and achievement rates were 58% and 53%. The low outcome rates in 21/22 are mainly due to low pass and achievement rates for the qualifications delivered at the end of academic year. Attendance rates for these qualifications were affected by some learners being ill and some others had child care issues. In addition, it has not been possible to extend the learning programmes beyond July 2022.

Digital Skills (FF) Provision data

In contrast to 20/21, the learner recruitment for Digital Skills decreased slightly in 21/22. 22 learners were enrolled on Digital Skills programmes against 29 in 20/21. Similar to FS English courses, Digital skills courses were mostly attended by female learners. 55% of the learners were from BAME background. 50% of learners had declared a disability.

Three year trend

	19-20		20-21		21-22	
	Functional Skills English(AEB)	CL	Functional Skills English(AEB)	Digital Skills (AEB and FF)	Functional Skills English (AEB)	Digital Skills (FF)
Enrolments	26		13	29	53	22
Unique Learners			13	29	31	22
Male Learners %					25%	32%
Over 60's %					17%	27%
BAME %					70%	55%
LDD (Declared) %					34%	50%
Deprived wards %						
Retention %	92%		100%	100%	89%	100%
Pass %	58%		92%	100%	79%	100%
Achievement %	53%		92%	100%	70%	100%

- 71% increase in learner recruitment compared to 20/21. This has been nearly 200% increase as opposed to 19/20. The improved recruitment is mainly due to the collaboration with local JCPs and support from Merton Adult Learning.
- High outcome rates for Digital Skills. Similar to the previous year, retention, pass and achievement rates remain outstanding at 100% in 21/22.

- However, for FS English qualifications, outcome rates have decreased considerably. Retention rates decreased by 11% and pass and achievement rates decreased by 13% and 22%. Pass and achievement rates in 21/22 are much higher than 19/20. In 19/20 pass and achievement rates were 58% and 53%. The low outcome rates in 21/22 are due to various factors such as increasing withdrawal rates due to COVID and other issues, insufficient time to carry out resits at the end of the academic year and the unavailability of ALS support
- Although no significant achievement gaps, between different groups of learners, were identified in the year 2021/22, data management system requires further improvement due to the fact that some data relating to previous years were not available for the analysis of 3-year trend. This is partly because ATN completed a short SAR report in the previous years.

Progression and Destination

Progression to higher level course	36%
Progression to employment	7%
Awaiting to join a course	30%
Health issues	11%
Unknown	17%

The progression data evidence good actual positive progression and intent to positive destinations at 73%. According to the available data 36% of learners have progressed into a higher level course within ATN and a further 30% are awaiting to join a new course in 22/23.

Similar to 20/21 in 21/22 progression into employment remains same at 7%. 11% of learners have health issues and do not wish to undertake a learning programme or employment. It needs to be noted that 17% of learner progression is unknown.

Behaviour and Attitude

ATN has created a happy learning environment in which learners feel free to share and discuss their ideas and concerns. 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.

The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with no students informing us that they disliked ATN. 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. Every student is supported appropriately in response to their needs.

Behaviours and Attitudes key strengths

- Standards of learner behaviour are excellent.
- ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves as well as other stake holders.

Behaviours and Attitudes areas for improvement

- Further improve learner attendance in lessons by 5%.

Personal Development

ATN has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across various learning programmes. ATN provides an outstanding adult learning environment that promotes positive, purposeful and respectful relationships between students and tutors and between the students themselves and fosters personal development and academic progression helping them realise their potential and fulfil their ambitions. Students are confident and self-assured and take pride in their work and many enrol on further learning programmes at ATN. According to course evaluation survey report (July 2022) 84% of learners have rated quality of support and advice received throughout the course as outstanding or good.

Personal Development key strengths

- Good improvement of learner wellbeing and confidence.
- ATN is a very safe environment that fosters mental and physical well-being for all its students.
- Learners' development of English, mathematics and ICT along with employability skills is good and helps their progression and careers.

Personal Development areas for improvement

- Continue to improve learner development by adding a wide range of learner enrichment activities.
- Establish further links with local employers and voluntary organizations to ensure learners have ample of opportunities to progress into employment and/or to develop employability skills.
- Further improve quality of IAG provided at the end of the course.

Effectiveness of Leadership and Management

Leaders and managers provide a clear strategic direction for ATN with regular strategic updates. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development. 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

Leadership and Management key strengths

- Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times
- Constructive and effective staff support for professional development that enabled staff to attend an extensive range of CPD courses and raised standard of delivery of learning programmes.
- Excellent performance management is underpinned by highly effective CPD programme, which enables staff to develop their practice and potential. Learners have very high regards for the skills and knowledge of the tutors as clearly indicated in the learner feedback.

Leadership and Management areas for improvement

- Continue to establish stronger relationship with more employers that will facilitate learners to gain work skills and employment opportunities.
- Learner progression information to be captured more effectively in a timely fashion.
- Continue to improve capturing the impact of CPD

Safeguarding

Highly effective safeguarding is underpinned by systems which are discrete, known and effectively experienced by students. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced. Safeguarding is a standing agenda item for all tutor, management and trustee meetings. The trustees receive a termly report, from the Managing Director, on all Safeguarding issues and activities.

OTLA

Observation / learning walk summary	2019-20	2020-21	2021-22
Number of observations / learning walks seen as leading	1	0	0

and/or innovative to be shared as best practice (grade 1 / outstanding)			
Number of observations / learning walks with no interventions previously (grade 2 / good)	0	2	2
Number of observations / learning walks with interventions previously (grades 3 / requires improvement and 4 / inadequate)	0	0	0

OTLAs and audits carried out by ATN and MAL in 21/22 have confirmed the following:

- Excellent learner engagement
- 100% of learners making good progress within lessons.
- Good learner feedback
- Learners improving their confidence to achieve their personal goals.
- Excellent subject knowledge and skills demonstrated by tutors.

Partnership with Step to Skills

What went well in the funding year?	What are the areas of focus for the next funding year?
1. Excellent retention, achievement and pass rate for non-accredited learning programmes at 100%.	1. Further improve marketing strategies to improve learner recruitment.
2. Outstanding retention rate for both accredited and non-accredited learning programmes.	2. Improve pass and achievement rates for accredited learning programmes by 4%.
3. Highly effective systems in place to ensure high quality in teaching, learning and assessment using RAG rating spreadsheet, ILPs, reviews, mock assessments, OTL, course file audits and RARPA process.	3. Improve employment opportunities for learners and progression information is captured in a timely fashion.

Leadership & Management

Leadership and management are good. Senior Management Team have established a clear vision reflected in the strategic plan, which sets out the direction and priorities of the organization and guides curriculum planning. Trustees hold senior leaders to account for all aspects of performance. ATN's curriculum is designed to develop linguistic competence and the employability skills of all our learners and offer robust progression opportunities. Our aspiration is that learners will build their skills as a result of excellent and innovative teaching, learning and assessment. According to the end course survey 64% of learners have agreed that the course contributed very much towards their personal goals, work goals or learning goals. A further 34% also affirmed that the course contributed somewhat towards their personal goals, work goals or learning goals (Exit questionnaire synopsis, July 2022)

	2019/20	2020 / 21	2021/22
Starts	197	146	226
Retention rate	84%	97%	99%
Pass rate	84%	98%	94%
Achievement rate	71%	96%	93%

ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. ATN continued to achieve outstanding outcome rates in 2021/22. Retention rate has improved by 2% and achieved 99%. In 2020/21 this was 97% and in 2019/20 retention rate was 15% lower at 84%.

In 2019/20 achievement rate was 71% and this improved by 14% in 2020/21. In 2021/22 achievement rate (93%) declined by 3% compared to 20/21 (96%). However, compared to 2019/20 (71%) increase in achievement rate is 25%. Similar to achievement rate, there is 10% increase in pass rate in 2021/22 (94%) in comparison with 2019/20 (84%). However, in contrast to 2020/21 (98%) the pass rate is 4% lower. in 2021/22.

		starts	retention rate	achievement rate	Pass rate
Accredited programmes	learning	108	98%	85%	87%
Non-accredited programmes	learning	118	100%	100%	100%

In

contrast to accredited learning outcome rates, non-accredited community learning outcome rates remain outstanding. Retention rate for non-accredited programmes is 100%. Whereas, retention rate for accredited learning programmes is 2% lower than non-accredited learning. Pass and achievement rates for non-accredited learning is excellent at 100%. However, pass rate for accredited learning programmes is 13% lower than non-accredited learning. Similarly, there is 15% difference in achievement rates between non-accredited (100%) and accredited (85%).

OTLA Profile

Staff Observed	Outstanding	Good	Requires Improvement	Inadequate
3	0%	100%	0%	0%

Behaviour and Attitudes

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

Management 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. Refresher training is regularly provided. This helps staff to recognise early signs of potential risk or harm. 100% of staff completed the Workshop to Raise Awareness of Prevent (WRAP) training. Learning walks and observation reports identify that learners are aware of safeguarding and know who they need to contact in relation to safeguarding issues.

ATN's management and staff at all levels are strongly committed to improving attendance. Staff works hard to promote a culture of high attendance. In 21/22 attendance rate (80%) improved by 4% from previous year's 76%. Tutors rigorously scrutinize learner attendance and effectively deals with absenteeism. This is reflected in lesson observation reports. "No behaviour issues identified. Tutor is clearly aware of the reason for learner absence." (OTLA report, 14/12/21).

OTLA reports highlight good integration of equality and diversity in lessons. “Excellent classroom atmosphere where all learners feel motivated and supported to maximise their learning. Learners are respectful to each other and welcome comments to further improve. “(OTL 14/12/2021)

Personal Development

ATN ensures that learners 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. Learners use the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers. This has facilitated ATN to achieve an impressive employment rate comparable to last year of 19%.

ATN has given a high priority to developing Maths, English and ICT in order to improve the employability of the students. The audits of portfolios and feedback from learners collected during lesson observations identify that lessons help to develop their employability skills through discussions of job interview preparations, improving self confidence, presentations skills, etc.

Course file audits reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. Through this, learners are well-prepared for the next stage such as further training and employment.

Partnership with Bucks

Emerging strengths in 2021/22

- Learner feedback is extremely positive regarding all aspects of ATN
- Responsive CPD programme ensures that staff have good participation in professional development.
- Improved retention and achievement rates.
- Strong emphasis on learner well-being which results in improved learner confidence and exemplary learner behaviour.

Emerging areas for Improvement in 2021/22

- Improve employment opportunities for learners further. Establish stronger relationship with more employers that will facilitate learners to gain work skills and employment opportunities.
- Develop more effective learner recruitment strategies to ensure sufficient number of learners are recruited
- Learner progression information to be captured more effectively in a timely fashion.
- Further improve pass rate by 3%.

- Strong emphasis on learner well-being which results in improved learner confidence and exemplary learner behaviour.

Effectiveness of leadership and management

ATN is highly responsive to the needs of its partners, students and their communities, whilst supporting national, local and regional priorities. ATN's focus is on reaching those adults that are underrepresented in education and the statistics for 2021 -22 demonstrate its success in reaching this group: Meeting ATN's mission, learning programmes are designed in response to need, and are highly effective in supporting underrepresented adults and those without previous formal qualifications.

The basic skills qualifications (Functional skills in English) offered at ATN is a priority for up-skilling, which has been documented by government and echoed by local employers. 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 previous years 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. For example, majority of learners who attended courses in Singh Sabha Slough Sports Centre were not completely satisfied with the internet connectivity at this venue. Therefore, in 21/22 ATN management decided to deliver the learning programmes at a different venue in Burnham that offered high quality facilities including excellent internet connectivity.

The approach to safety and the safeguarding of learners is excellent, ATN is exceptionally proactive in assessing risks to the safety of learners and staff. There is a strong culture of safety and care led from the top of the organisation; the Managing Director is relentless in setting high expectations and in ensuring that staff meet their responsibilities.

Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times. Leaders and managers provide a clear strategic direction for ATN with regular strategic updates. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and raise standards. Clear and detailed self-assessment process with culture of self-criticism and the identification of on-going development. 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 learners.

Quality of teaching, learning and assessment

Effective use of control measures to ensure due diligence and compliance in all of its operational processes. Policies are in place that ensures learners 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. Learners are safe at ATN and they know what to do should they experience bullying or harassment. Safeguarding is underpinned by systems which are discrete, known and effectively experienced by learners. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced.

Learner feedback is extremely positive regarding all aspects of ATN, According to the end course survey analysis 50% of learners have rated the quality of teaching they received on their course as outstanding and a further 34% rated this as good. "Candidate Interviews took place over the phone who provided some excellent feedback on the Centre/Staff teaching and assessing on the ESOL Programme." (ESOL EV report, July 2022). Learner feedback processes are creative and well developed. They are carried out on multiple occasions to capture learners' aspirations and views about their programmes and the information captured is used to inform future planning of their learning programmes. "I enjoyed learning computer. I learnt how to do shopping on Amazon, how to create email, book holiday and appointments, copy and paste and so on. I like to do this course again." (learner comments on review, 26/10/21)

"I learnt a lot of things about the computer and learnt about online shopping and learnt how to send email." (learner comments on end course survey, Oct 2021)

Personal Development, Behaviour and Welfare of learners

High quality individualised and specialist learning support for students to achieve their personal goals. Feedback from students about the quality of support provided has been very good (Satisfaction survey result, Jul 2022). 50% of learners have rated the achievement of personal goals as outstanding and a further 50% rated this as good. 100% of learners believe that the quality of support, advice and guidance they received throughout the course was either outstanding or good. The teaching of the teachers is excellent. The ways the teachers teach and explain was excellent." (Learner comments on end course survey, Oct 2021). Learner portfolio audit too identifies how effectively learners are supported. 'Targets are detailed and SMART. Good to see that learners are supported to achieve their personal goals and this is highlighted well in the ILP (Portfolio audit, October 21)

Strong emphasis on learner well-being which results in improved learner confidence and exemplary learner behaviour. There is a strong emphasis on appropriate behaviour both inside and outside taught sessions. This effectively supports students, many of whom have experienced significant life difficulties, to develop personal

responsibility and appropriate behaviours towards others. These skills improve their effectiveness in learning and life, and support students to become more employable. 50% of learners rated improvement of self-confidences during the course as outstanding and the remaining 50% identified this as good. (Learner satisfaction survey result, July 2022). "I feel more confident to use computer now." (Learner comments on review, Oct 21)

Excellent promotion of British Values and Safeguarding. ATN community is made up of people from a wide range of cultures and backgrounds. Staff are very aware of the challenges brought by this diversity and are persistent in promoting fundamental British values of tolerance and respect by setting high standards for behaviour around the centres. As a result, learners feel safe in the centres. Staff and learners' behaviour at ATN is exemplary. They treat their environment, staff and other learners with respect. Learners are safe at ATN and they know what to do should they experience bullying or harassment. Safeguarding is underpinned by systems which are discrete, known and effectively experienced by learners. Managers ensure that the newly recruited staff are safe to work with their learners. They carry out appropriate checks and update these frequently. The safeguarding team are well qualified and experienced. According to exit questionnaire analysis 100% of learners identified that they were safe at ATN during the courses they have undertaken. (End course survey analysis, July 2022)

Outcome for Learners

Increased retention rate, In 2021/22 learner recruitment increased dramatically compared to 2019/20. In 20/21 no learning programme was conducted due to COVID. In 2021/22 total of 23 learners were enrolled against 9 learners in 2019/20. The increase in learner recruitment has been mainly due to the support from Bucks CC in relation to learner recruitment and venue. Retention rate increased by 10%.

	2019/20	2020/21	2021/22
Starts	9	N/A	23
Retention rate	77.8	N/A	88.0
Pass rate	100	N/A	90.9
Achievement rate	77.8	N/A	87.0

Improved achievement rates. At ATN most learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners. In 2021/22 achievement rate rose by 9% and reached 87% opposed to 78% in 2019/20. However, these has been a decline in pass rate. In 2019/20 pass rate was 100%. However, in the last academic year pass rate declined by 9%.

Partnership with NHC (North Hertfordshire College)

	ATN - NHC RAPA 2021/22					
	starts	retained	retention rate	Passed	Pass rate	Achievement rate
Functional Skills in English Entry 3	7	6	85.71429	6	100	85.71429
Functional Skills in English Level 1	9	8	88.88889	6	75	66.66667
Functional Skills in English Level 2	8	8	100	6	75	75
ESOL Entry level 1 SL (Rub)	10	8	80	8	100	80
Functional Skills in English Entry 1	9	9	100	9	100	100
ESOL Entry level 1 SL (Mev)	7	7	100	7	100	100
Functional Skills in English Entry 1 (Mev)	6	6	100	6	100	100
Functional Skills in English Entry 2 (Rub)	7	7	100	7	100	100
Cumulative	63	59	93.65	55	93.22	87.3

STRENGTHS

	What is the strength?	What is the impact, why does this matter to the learners and what evidence do we have?
1	Retention Rate 93.65%	Indicates learners are enjoying their course and have been enrolled onto the appropriate level course.
2	Pass Rate 93.22%	Indicated the quality of teaching & learning is good, and that learners' achieve their goals, leading to certification and greater employment prospects.
3	Learners encouraged to make use of digital technologies for research tasks and document production.	Added value skills set acquired by learners to enable greater use of technology in everyday life, as well as for learning.
4	Formative assessment used throughout.	Effective regular recapping and checking of understanding and knowledge retention led to high level pass rate.

AREAS FOR IMPROVEMENT/DEVELOPMENT

	What is the area for improvement or development?	What is the impact, why does this matter to the learners and what evidence do we have?	What action needs to be taken?
1	Recruitment levels were low on each course. Delivering 8 courses would normally generate a minimum of 96 learners but the recruitment figure of 63 was only 66% of expectation	The learners on the courses clearly benefitted from being taught in smaller groups, but the overall impact of low numbers has led to no contract being offered for 2022/23	None – no contract for 2022-23 offered.

1.1 Areas that should be considered through the self-assessment

We will be ambitious about what students can know and do.	We will develop the necessary skills and behaviours needed for a student's future career and studies.
<ul style="list-style-type: none"> ■ ESOL and Functional Skills English courses from Entry Level One through to Level Two are considered critically important by second language learners, and ATN's courses have provided the opportunity for learners to develop their skill and gain qualifications in this key area for Employment and inclusivity. ■ The Pass rate for all courses was good at 93.22% and the achievement rate was 87.30% ■ Learners gained added value with the embedding of Digital and mathematics skills within the courses. "Students encouraged to make use of digital technologies for research tasks and document production." "Learners are happy with their progress and feel they are learning, and gave examples of the IT skills as things that they have learned." OTL 21/02/2022 ■ The Pass rate across all courses ranged from 75% to 100% with two courses at 75% and the other 6 courses at 100%. The Achievement rates for all courses ranged from 66.7% to 100%. The higher level courses had the lowest achievement rates with Level 1 at 66.7%, Level 2 at 75% and Entry 3 at 	<ul style="list-style-type: none"> ■ ATN Staff deliver Matrix Accredited Information, Advice and Guidance, on the suitability of courses, progress routes and career development. "An ILP has been set up for each learner. This details their educational background, employment experience and aspirations. Reviews have taken place to assess the learners' progress and their next steps on course completion." Subcontractor Desktop Audit Report 24/02/2022 ■ Employability skills and British Values are embedded into the Scheme of Work. ■ There is a focus on academic skill development for the appropriate level course following the Awarding Body's syllabus. "A scheme of Learning is in place for the course which contains an appropriate mix of learning and assessment planning." Subcontractor Desktop Audit Report 24/02/2022 ■ The curriculum responds to and meet local and national needs with the delivery of essential language skill to second language learners with existing Entry Level skills in English.

85.7%. Four of the five Entry 1 and Entry 2 courses had 100% achievement rates.

- Learners make good progress against their starting points. “The work submitted for the learners shows clear progress over time and across a number of activities.” Subcontractor Desktop Audit Report 24/02/2022
- Teaching is set at the appropriate level and is inspiring and challenging. “Targets identified in the ILPs are suitable for the learners needs and strike an appropriate balance between being challenging and achievable.” Subcontractor Desktop Audit Report 24/02/2022
- High expectations of learners are set and maintained and learner behaviour is excellent.
- All teachers have current subject knowledge and technical skills, and are supported by appropriate CPD activities.
- Learners have a clear understanding of the intent of programmes and their personal goals through their Individual Learning Plans.
- The curriculum meets the Intent. “The curriculum is sensibly sequenced and contains appropriate activities for the learners’ starting points and needs.” Subcontractor Desktop Audit Report 24/02/2022
- The use of Formative Assessment is good. “Formative assessment has been used throughout the course to judge the learners’ progress. These include appropriate teaching activities and practice assignments.” Subcontractor Desktop Audit Report 24/02/2022.
- Learners have access to regular and meaningful progress reviews.

<p>We will ensure students act as positive, responsible and active members of our community and are well prepared to contribute to society in the future.</p>	<p>We will ensure that students know how to keep themselves safe, healthy and well.</p>
<ul style="list-style-type: none"> ■ Learners demonstrate good behaviours and attitudes towards learning and interact well in the classroom ■ Unfortunately due to government restrictions usual enrichment and social activities that celebrate diversity and local and national event have been curtailed during this academic year. ■ All Learners have a comprehensive Induction and receive ATN's Learner Pack. During the Induction and at other appropriate times during the course Safeguarding, Prevent, British Values, Equality, Diversity and Inclusion themes are included and explored as they naturally occur within the curriculum and current affairs. ■ Safeguarding, Prevent, Equality & Diversity, Inclusion and British Values are embedded into the Scheme of Work for each course and learners have a good understanding of these. "The Learners were all aware of Safeguarding arrangements within the centre. They were able to identify some of the British Values." OTL 21/02/2022 	<ul style="list-style-type: none"> ■ "The Learners were all aware of Safeguarding arrangements within the centre. They were able to identify some of the British Values." OTL 21/02/2022 ■ Learners have a good understanding of the Prevent agenda and the relevance to them. ■ All ATN's Schemes of Work have embedded mental health and wellbeing and teachers are encouraged to use naturally occurring events to highlight and reinforce how to develop and promote their own wellbeing and that of their fellow learners. ■ As ATN has developed some on-line learning and the increasing use of technology to support learning all learners receive information and advice regarding online safety during their Induction and at regular intervals during the course.

<p>We will support students to develop their maths, English and digital skills.</p>	
<ul style="list-style-type: none"> ■ ATN has an overall Pass rate of 93.22% and Achievement Rate of 87.30% for ESOL and Functional Skills English ■ All ATN courses have embedded Digital Skills and mathematics which are effective in learners' developing skills. "Students encouraged to make use of digital technologies for research tasks and document production." "Learners 	

gave examples of IT skills that they have learned." OTL 21/02/2022	
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Partnership with CAF

Currently ATN has completed delivery for 39 participants of the 250 profiled. ATN has scheduled future courses to ensure the entire grant is used to the benefit of our local communities and in re-establishing our training centres in Hayes and Hounslow that had to close during the pandemic. The 3 courses delivered to date have proved very popular with learners and future recruitment is not considered to be a risk at this stage, as our local JCP offices and local community organisations have supported the delivery with ample referrals.

Learner voice statistics confirm the following positive statistics; 94% of 35 participants who participated confirmed that their general well-being, confidence and skills acquired during the course improved their job prospects. All survey participants confirmed that the quality of information, advice and guidance was excellent or good. 97% confirmed that the variety of content within the programme structure was excellent or good. Also 4 participants entered into employment and a further 97% achieved their learning objectives whilst 44% progressed into further learning at ATN. Additionally, a participant and his brother from war torn Syria who had dropped out of school and were struggling with their mental health and communication skills. There was a marked improvement in their confidence, wellbeing and communication skills on the course. They enrolled on a further course at ATN in Speaking Listening which subsequently helped them move into employment in hospitality.

The Managing Director and Senior Management have been able to focus attention on the future of the charity with a vision for the future to ensure the good works of the last 23 years can continue long into the future. The process has created a forum and empowered individual managers to freely offer their views and shape the next phase for the organisation, which has given added energy to them and to the process.

Partnership with MI Computer Solutions

In 2021/22 32 learners started various ESOL on board programmes with ICT and employability skills development integrated into the curriculum. 26 learners achieved both ESOL and ICT qualifications with a pass rate of 81.25. 28% of learners obtained employment.

ATN has faced the following challenges during the delivery of this project.

- Many new learners' PLR records reflected that they had attained higher qualification although their Initial assessment showed that they are Pre-entry.

- Some learners could not be enrolled due to various reasons such as learners receiving carer's allowance, issues with spouses' employment status, not meeting the eligibility criteria, etc.

EXTERNAL VERIFICATION & INSPECTION REPORT

The Adult Training Network continued to receive good reports from External Verifiers, College Franchise Managers and Contract Managers from the various funding bodies. There were 2 External Verifier sampling activities from ESOL and ICT qualifications.

EV report - ESOL

The ESOL EV identified the following:

The Centre were organised and sent all records in an orderly manner including a USB stick with the SLC audio recordings which covered all the Criterion/Standards required for the 4692 ESOL Qualifications. Candidate Interviews took place over the phone who provided some excellent feedback on the Centre/Staff teaching and assessing on the ESOL Programme,

The team work well together to meet the needs of their learners; the EQA is very happy to have quality assured the Centre's work today. It has been a pleasure to see how the Centre have improved their assessment and IQA practices; a commendable and collective team effort has been seen throughout the day. The Centre are a hard-working Centre and have a good professional working relationship across the satellite sites and staff members. EQA recommends DCS to continue.

Areas to improve

- The EQA suggests that the learners be challenged further to research and look at things from an educational perspective when preparing for their discussions. Perhaps Candidates could also be guided to research and plan/talk about how their hobbies promote learning, for example, Origami helps children to understand the importance of cooperative learning. Develops math skills etc - This is an art form that helps children to develop their math skills. Transforming a flat piece of paper into a three.
- Ensure Assessors check and mark ALL assessments papers.
- Patterns and trends could be more easily identifiable using a tracking system to ensure Assessors understanding on the interpretation of the standards being assessed in ALL components. This can be particularly effective when there is a large number of Tutors/Assessors TL&A on the 4692. It will also make it a lot easier

for the IQA to track and record relevant feedback and discuss developmental points for ALL staff at Standardisation/CPD.

- The Centre must ensure registrations are taking place in a timely fashion; there should be a registration procedure standardised to ensure timely and realistic.

EV report - ICT

The ICT EV identified the following:

Evidence sampled today has met the outcomes at the relevant levels – both assessment and IQA is in place and has provided confirmation of successful outcome. Initial assessment and induction is completed with the learner. Diagnostic tool used within the centre “We use BKSBS”. Assessment methods undertaken include assignments.

Assessment and IQA Strategy and Processes- There is a clear Assessment & IQA strategy in place which is comprehensive and informative – the IQA ensures that all cohorts have a ratio of sampling across the units. The assessment strategy and process is embedded within the organisation – no issues identified.

Registration and certification Registration issues identified and action planned. Late registration identified - centre cannot carry out live assessments until the learner has been registered - this will be monitored going forward.

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2021 ATN's accreditation was renewed.

FUTURE DEVELOPMENTS & PRIORITIES

Ever since its inception ATN has supported its learners to improve their confidence, develop their skills, get into work and become healthier. ATN will continue to source funding opportunities and strive to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education. Building the skills and confidence of traditionally disadvantaged members of the community, including refugees and members of ethnic minority communities to support their entry into meaningful employment is a high priority at ATN. The long-term relationship that exists with Richmond upon Thames College and Step2Skills will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from Step to Skills, MI Computer Solutions, Merton Council, Slough Borough Council

and Charities Aid Foundation. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall.