ADULT TRAINING NETWORK   **Self-Assessment Report 2018-2019**

Curriculum Area(s):	**Adult Education Budget - Functional Skills in English & Mathematics, Award in ESOL Skills for Life (Speaking & Listening) and Certificate in ESOL Skills for Life**
Author:	**Jojy Varghese (Quality Manager)**
Version and date:	**Version 1 (22nd August 2019)**
Overall Grade:	**2**
OFSTED Inspection:	**Ofsted First Monitoring Visit 20th/21st May 2019 – Significant Progress in all areas**

Enrolments

Starts	Pre entry	Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2	Total
Functional Skills English	0	0	26	11	0	0	37
Functional Skills Mathematics	0	16	0	28	15	0	59
ESOL (Speaking & Listening)	0	16	0	0	0	0	16
ESOL (Full Award)	0	16	0	0	0	0	16
Totals	0	48	26	39	15	0	128

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	Key Areas for Improvement
• Strong leadership and management has a positive impact on teaching and learning outcomes and ATN's sustainability as evidenced by the very good results obtained for the majority of learning programmes.	• Improve Achievement rate by 1% to 93% or greater. • Improve on into Employment and Volunteering Rate by 3.4% to 12% or greater • Narrow the Female to Male Achievement arte imbalance by 6% to 10% or less
• Establishment of a curriculum that closely meets the needs of learners and employers in the local area.	• Attract a greater number of learners with special educational needs and/or disabilities and ensure accurate reporting of learner disability.
• The quality of teaching and learning is good and Retention, Pass and Achievement Rates are all very good.	• Develop and deliver Digital Skills qualifications courses
• Very effective use of embedded job search and work preparation skills into the curriculum.	• Capture Wellbeing and self-confidence improvements from learner satisfaction surveys
• Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity.	• To develop quality processes and reporting in line with the new inspection framework (Intent, Implementation, Impact)

Effectiveness of leadership and management		Quality of teaching, learning and assessment		Personal development, behaviour and welfare of students		Outcomes for students	
Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade
2		2		2		2	
Effectiveness of 16 to 19 study programmes		Effectiveness of adult learning programmes		Effectiveness of apprenticeship programmes		Overall	
Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade	Self - Assessed Grade	Validated Grade
N/A		2		N/A		2	

Grades: Outstanding - 1, Good - 2, Requires Improvement - 3, Inadequate – 4

Background Information

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

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

AIMS AND OBJECTIVES

The Adult Training Network 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 learners' employability skills.
- Help improve learners' linguistic competence in English, providing them with basic survival English for everyday life in UK.
- Equip learners to progress to the next level of provision.
- Support learners in their chosen progression path.
- Build the self-confidence of learners.
- Develop the, Literacy, Mathematics and computer skills of people in the local community who have little or no access to mainstream education provision and ICT resources.

The Adult Training Network was successful in securing direct funding from the ESFA from November 2017. The Adult Training network has delivered subcontracted ESFA Adult Education Budget courses for many years and continues to deliver other subcontracted provision from Richmond upon Thames College, Barking & Dagenham College, Hertfordshire Adult & Family Learning Service and Buckinghamshire Adult Learning Service. During this year the Adult Training Network was inspected by Ofsted during a Monitoring visit on 20th and 21st May 2019 (Report Unique Reference Number 1270740), all three areas were graded as 'Significant Progress', the highest available grading.

All Adult Training Network directly funded ESFA courses were delivered at ATN Southall, Unit 3, Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ. There were a total of 128 enrolments from 81 unique Learners in 9 class groups.

Unfortunately, despite the successes over the last two years, and a very positive Ofsted first monitoring visit the Adult Training Network will not be funded by the ESFA after the 31st July 2019 as funding has been devolved to the Mayor of London.

Performance

Performance Statistics by Subject and Level							
Performance Statistics by Subject and Level		**Enrolled**	**Completed/Retention Rate**		**Passed/Pass Rate**		**Achievement Rate**
			No:	**%**	**No:**	**%**	
ESOL Speaking & Listening	Entry 1	16	12	75.00%	12	100.00%	75.00%
	Totals	**16**	**12**	**75.00%**	**12**	**100.00%**	**75.00%**
ESOL Full Award	Entry 1	16	16	100.00%	15	93.75%	93.75%
	Totals	**16**	**16**	**100.00%**	**15**	**93.75%**	**93.75%**
FS English	Entry 1	N/A	N/A	N/A	N/A	N/A	N/A
	Entry 2	26	25	96.15%	24	96.00%	92.31%
	Entry 3	11	10	90.91%	10	100.00%	90.91%
	Level 1	N/A	N/A	N/A	N/A	N/A	N/A
	Level 2	N/A	N/A	N/A	N/A	N/A	N/A
	Totals	**37**	**35**	**94.59%**	**34**	**97.14%**	**91.89%**
FS Maths	Entry 1	16	16	100.00%	16	100.00%	100.00%
	Entry 2	N/A	N/A	N/A	N/A	N/A	N/A
	Entry 3	28	27	96.43%	27	100.00%	96.43%
	Level 1	15	15	100.00%	14	93.33%	93.33%
	Level 2	N/A	N/A	N/A	N/A	N/A	N/A
	Totals	**59**	**58**	**98.31%**	**57**	**98.28%**	**96.61%**

ADULT TRAINING NETWORK

Self-Assessment Report 2018-2019

ESFA COURSES FOR Sept 2018 To July 2019						Performance Statistics		
Subject	Level E1/E2/E3 Level 1/Level 2	Tutor	No of learners	Actual Completed	Actual Passed	Retention	Pass	Achievement
ESOL Speaking & Listening						ESOL Speaking & Listening		
ESOL S&L	Entry 1	Sonya Khan	16	12	12	75.00%	100.00%	75.00%
Cumulative Total for ESOL - Speaking & listening			16	12	12	75.00%	100.00%	75.00%
ESOL Full Award						ESOL Full Award		
ESOL Full Award	Entry 1	Sonya Khan	16	16	15	100.00%	93.75%	93.75%
Cumulative Total for ESOL - Full Award			16	16	15	100.00%	93.75%	93.75%
English						Functional Skills English		
Functional Skills English	Entry 2	Jaswinder Kaur	13	13	13	100.00%	100.00%	100.00%
Functional Skills English	Entry 3	Jaswinder Kaur	11	10	10	90.91%	100.00%	90.91%
Functional Skills English	Entry 2	Sangeeta Khutan	13	12	11	92.31%	91.67%	84.62%
Cumulative Functional Skills Total for English			37	35	34	94.59%	97.14%	91.89%
Mathematics						Functional Skills Mathematics		
Functional Skills Maths	Entry 3	Jaswinder Kaur	11	10	10	90.91%	100.00%	90.91%
Functional Skills Maths	Entry 1	Sonya Khan	16	16	16	100.00%	100.00%	100.00%
Functional Skills Maths	Level 1	Sangeeta Khutan	15	15	14	100.00%	93.33%	93.33%
Functional Skills Maths	Entry 3	Jaswinder Kaur	17	17	17	100.00%	100.00%	100.00%
Cumulative Total for Functional Skills - Mathematics			59	58	57	98.31%	98.28%	96.61%
CUMULATIVE TOTALS:			128	121	118	Overall		
						Retention	Pass	Achievement
Cumulative Total for all subject areas						94.53%	97.52%	92.19%

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Progession Statistics by Subject and Level									
Performance Statistics by Subject and Level		**Enrolled**	**Further Learning with ATN**	**Further Learning elsewhere**	**Apprentice or Traineeship**	**Employment**	**Volunteering**	**Unknown**	**No Progression**
ESOL Speaking & Listening	Entry 1	16	10	0	0	1	0	1	4
	Totals	**16**	**10**	**0**	**0**	**1**	**0**	**1**	**4**
ESOL Full Award	Entry 1	16	15	1	0	0	0	0	0
	Totals	**16**	**15**	**1**	**0**	**0**	**0**	**0**	**0**
FS English	Entry 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Entry 2	26	24	0	0	1	0	0	1
	Entry 3	11	9	0	0	1	0	0	1
	Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Totals	**37**	**33**	**0**	**0**	**2**	**0**	**0**	**2**
FS Maths	Entry 1	16	13	0	0	1	0	0	2
	Entry 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Entry 3	28	24	0	0	3	0	0	1
	Level 1	15	6	1	0	3	1	0	4
	Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Totals	**59**	**43**	**1**	**0**	**7**	**1**	**0**	**7**
	Totals	**101**	**2**	**0**	**10**	**1**	**1**	**13**	
	%age	**78.91%**	**1.56%**	**0.00%**	**7.81%**	**0.78%**	**0.78%**	**10.16%**	

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Key strengths

- Strong leadership and management has a positive impact on teaching and learning outcomes and ATN's sustainability as evidenced by the very good results obtained for majority of learning programmes.

- Establishment of a curriculum that closely meets the needs of learners and employers in the local area.

- Good understanding of main strengths and weaknesses of the provision and implementation of robust processes to evaluate programmes and timely actions to meet targets set in improvement plans.

- Good financial contract management against budget.

Key areas for development (Unfortunately ATN will not be directly funded by the ESFA for 2019/20 as funding is devolved)

- To develop further opportunities for learners to undertake work experience, work shadowing, work trials and volunteering.

- To develop and deliver digital skills qualification courses.

- To develop further the use of digital technology and digital skills in all courses.

- To develop quality processes and reporting in line with the new Inspection Framework (Intent, Implementation, Impact).

Adult Provision

Leadership and management, being strong, have a positive impact on teaching, outcomes and ATN's sustainability. ATN has delivered numerous Adult Education Budget sub-contracts, for large FE colleges and Prime Contractors, over the past 20 years and has developed policies, procedures and processes to ensure learners have a positive experience, are kept safe, make good progress, achieve good outcomes and enjoy their learning. ATN exists to create opportunities for its learners many of whom come from disadvantages backgrounds. The organisation's mission is to create opportunities through inspiring teaching and learning and it is understood at all levels of the organisation. 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. The curriculum has been designed to meet local need and the recent Ofsted report confirms that, "Leaders and Managers at ATN have established a curriculum that closely meets the needs of learners and employers in the local area. The main rationale for this curriculum is to provide learners with qualifications so that they are well prepared to enter the labour market and to develop their confidence and self-esteem."

ATN has consistently focused on improving the standards of teaching, learning and assessment and in turn gaining good outcomes for all groups of learners. For 2018/2019 the overall Achievement Rate is 92.19%, an increase on the previous year of 8.6% (2017/18 Achievement Rate 83.6%) and the Pass Rate is 97.52%, an increase on the previous year of 4.6% (2017/18 Pass Rate 92.9%) and both very significantly above the national Minimum Standards. Ofsted confirmed ATN's focus on improvement and our systems stating in the report, "Leaders and Managers understand the main strengths and weaknesses of their provision. They have put in place robust processes to evaluate their programmes and have taken appropriate actions to meet targets set in improvement plans."

ATN supports learners in actively considering 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 delivers a very high proportion of Functional Skills and ESOL courses and has a long-term presence in communities to meet the needs and ambitions of many learners. All ESFA directly funded courses for 2018/19 were ESOL or Functional Skills English and mathematics. 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 and planning of learning which stretches

and challenges them. 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. Ofsted acknowledges that, "Staff provide effective initial advice and guidance to learners to ensure that they place them on the appropriate level course." Ofsted also praised the teaching staff in supporting learners, "Teachers' skilfully address learners' anxieties and help them develop their self-confidence quickly. Teachers provide a supportive and caring learning environment. They are positive and constructive in encouraging learners to recognise and learn from their mistakes and to share their knowledge with other members of the group." Ofsted also commented that, "Teachers review learners' individual progress and provide clear feedback to them about how they can continue to improve. They provide effective additional support to learners who are at risk of falling behind, or not completing their programme."

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 and minutes of management meetings throughout the organisation. Timely monitoring of income, funding conditionality, retention, attendance and continuous learner progress and progression 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. For 2018/19 ATN widened the decision making group to include a greater number of senior and middle managers and teaching staff representatives, which has led to greater overall understanding of ATN's operations at all levels.

All ATN Functional Skills and ESOL Courses have embedded employability skills, where appropriate. ATN also has other provision to support overcoming barriers to employment, learners were offered employability courses aiming at developing their work skills, given many have never been employed. Most learners took part in training sessions such as employability skills development, CV skills, confidence and self-esteem building workshops, which have enriched learner appreciation and understanding of the world of work. The support within lessons in developing employability skills was also highlighted by Ofsted, "Teachers build valuable job search and work preparation into the curriculum. As a result, learners develop relevant English skills and understand what they will need to do to apply for jobs." Labour market information was updated on a daily basis. 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 employments in desired area of work. This is evidenced in observation reports and learner feedback collected using various methods.

Four new Trustees were appointed during 2017/18, replacing retiring trustees, bringing the total number of Trustee to six. During this year 2018/19 they have taken a more pro-active role in advising on and scrutinising all ATN's activities. Ofsted states, "Leaders have ensured that members of the Board of Trustees have relevant skills and experience to provide good support to

the business. Trustees scrutinise managers' judgements of performance and quality improvement documents carefully. They work effectively with leaders to establish targets for improvement."

The final contract value was £114,898 and ATN delivered £119,959 of learning, which is 104.4%. ATN delivered 9 courses with a total of 128 enrolments and 81 unique learners.

Management support staff with CPD opportunities, "Members of staff have been well supported in gaining qualifications in line with their role." (Matrix Annual review report, Nov 2017). Staff support for improvement is constructive and effective. The commitment of staff to their professional development is 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 teachers over the last few years 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
- Safeguarding training
- Equality & Diversity training
- Prevent training
- Target Setting
- How to provide effective feedback
- How to use differentiation strategies effectively
- Ofsted Inspection Framework

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key strengths

- Quality of teaching and learning is good.

- Retention, Pass and Achievement Rates are all very good

- Very effective use of embedded job search and work preparation skills into the curriculum

- Teachers skilfully address learners' anxieties and help them develop their self-confidence

- Reviews of individual's progress are frequent and provide clear feedback

Key areas for development (Unfortunately ATN will not be directly funded by the ESFA for 2019/20 as funding is devolved)

- Facilitating more teachers to gain Assessor and Verifier qualifications, with at least one addition per centre.

- Deliver training and guidance on the new Inspection Framework to all staff.

- Deliver training and guidance on the new Functional Skills courses to all staff.

- Review resources to ensure they meet the criteria for delivery and assessment of the new Functional Skills qualifications

Observations of Teaching & Learning

Number of Tutors observed	Outstanding	Good	Requires improvement	Inadequate
3	1	2	0	0
	33.3%	66.7%	0%	0%

Adult Provision

The Teaching profile across the centres is good. Overall there were 3 teachers in scope delivering on the ESFA Direct Contract in 20178/19 and all received observation grades citing them as outstanding (1/3 – 33.3%) or good (2/3 – 66.7%). All of the observations were for classes being delivered on this Direct Delivery contract and they covered all three subject areas, ESOL, Functional Skills English and Functional Skills Mathematics. This fulfilled various key areas for development from the 2017/18 SAR and QIP.

ATN Observers regularly undertake co-observations with colleagues from Prime Contractors from our sub-contracting activities and this serves to enable moderation and guides alignment of ATN's staff judgements with external standards and norms. Our Prime Contractors (Richmond Upon Thames College, Barking & Dagenham College, Hertfordshire Adult & Family Learning Service, Buckinghamshire Adult Learning Service) have all validated ATN's processes and confirmed the rigour of our internal quality assurance. The report from the recent Ofsted inspection, which also observed teaching and learning states; "Teachers are particularly adept at designing lesson activities to cater for the different speed with which learners make progress."; "Staff evaluate accurately learners' knowledge at the start of their courses. Teachers use this initial assessment to set appropriate targets for learners, which they monitor frequently."; "Teachers skilfully address learners' anxieties and help them develop their self-confidence quickly."; "Teachers review learners' individual progress frequently and provide clear feedback to them about how they can continue to improve." With regard to ATN's OTL process and practices, Ofsted reported that, "Leaders ensure that teachers and trainers are well qualified at the appropriate levels and in the appropriate subject areas. Managers monitor accurately the quality of teaching, learning and assessment through an annual observation process and frequent learning walks.

They provide teachers with detailed feedback on observations and identify clear areas for improvements which are linked well with the staff development programme."
Tutors set high expectations and personal targets are continuously monitored both in class and through homework tasks.

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. "All learners participated actively in various classroom activities, which were very interesting and appealing to each learner." (OTL Report 14/09/2018) "J used images and actions, to elicit vocabulary items in relation to healthy eating. She used a power point presentation and encouraged learners to identify what is happening in the slides and provide reasons why certain foods are good or bad." (OTL Report 14/09/2018). "All learners took part in various activities well and achieved most of the objectives of the lesson. S has used a range of resources, which were designed by her to support session content and promote learning. They all seemed to be very confident and active." (OTL Report 05/12/2018). There was also evidence of good differentiation within classes and use of Learner support staff, "S helped less capable learners through one-to-one support and graded questions in addition to using an ALS effectively to work with the least competent learners."." (OTL Report 06/02/219)

The Learners have a high regard for their teachers, "One learner commented, "We like our teacher. We learned a lot. We like to come to class."" (OTL Report 14/09/2018) and, "Learners commented that they were, "Very pleased to have a teacher like S." (OTL Report 06/02/2019)

There were no systemic areas for development identified during the OTL process, but the OTL feedback and reports identified areas for development for individual staff, such as; "There were some opportunities missed to integrate numeracy into the lesson." (OTL Report 14/09/2018); "… there was an opportunity missed for the tutor to integrate employability into the lesson." (OTL Report 06/02/2019); "S has realised that with reading or listening tasks it would have been more effective to pre-teach vocabulary items before the learners practice." (OTL Report 05/12/2018)

A good level of care and support in lessons is regularly mentioned in lesson observation reports. 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. Ofsted comments that, "Staff evaluate accurately learners' knowledge at the start of their courses. Teachers use this initial assessment to set appropriate targets for learners, which the monitor frequently."

In all 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. 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.

ATN's judgements are trusted by external stakeholders. The Awarding Body Centre Activity 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. "An excellent visit. The monitoring visit for the 4692 was a well-planned and organised visit. Records were organised and made readily available for the EQA. EQA would like to thank the team for such a well-planned and organised visit as always" (ESOL Centre Activity Report 10/07/2019). The Functional Skills Centre Activity Report (24/10/2018) from the City & Guilds identified that, "This was a well-planned and organised visit. The Centre have a robust QA system in place and this was evident throughout the day. The three main sites have now been monitored effectively and have proven to have an excellent robust quality assurance system in place. All staff members are qualified and a new assessor was observed undertaking an assessment activity/feedback to candidates' in FS S/L E2; EQA observed the IQA giving feedback to the assessor. This was good with SMART suggestions for improvement." (Functional Skills Centre Activity Report 24/10/2018)

Learner Satisfaction Survey responses from all those completing courses show the response the to the following questions were, given four choices of Outstanding, Good, Satisfactory, Inadequate:
- How would you rate the quality of Teaching you received on this course? (Outstanding 93% Good 7%)
- How would you rate the quality of the assessment procedure? (Outstanding 88% Good 12%)
- How would you rate the quality of resources including course notes and handouts? (Outstanding 86% Good 14%)
- How would you rate the training venue and facilities? (Outstanding 91% Good 9%)
- How would you rate the course overall, taking into consideration all of these questions? (Outstanding 92% Good 8%)

Progression information collected shows there were 89.06% (114 Course Enrolments) with a positive progression with 7.81% (10) learners entering employment, 0.78% (1) starting volunteering and 80.47% (103) moving onto further learning. Of the 10.98% (14), 1 is unknown and 13 no progression.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Key strengths

- Learner behaviour is exceptionally good as a result of high expectations from management and staff, creating a learning culture which promotes tolerance and celebrates diversity.

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

- Excellent support from tutors to enable learners to develop confidence, self-esteem and skills.

Key areas for development (Unfortunately ATN will not be directly funded by the ESFA for 2019/20 as funding is devolved)

- Further Improve learner development by adding a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interests, celebrating special days such as employability day, etc. and ensure at least one enrichment activity is undertaken in course of their learning programme at ATN.

- Attract a greater number of learners with special educational needs and/or disabilities and ensure accurate reporting of learner disability.

- Capture Wellbeing and self-confidence improvements from learner satisfaction surveys.

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<tr><td>Adult Provision</td></tr>
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During their time at ATN the majority of learners improve their self-confidence and wellbeing and become more self-assured individuals. This is evidenced through the high rates of internal progression and as well as other positive progression gained by ATN leavers. 103 of the 128 enrolments (80.5%) progressed onto further learning, which is a 11.3 % increase over the 2017/18 figure of 69.2%. In addition, 2018/19 ATN had 10 (7.8%) learners progress in to employment, excluding 1 learner (0.8%) take up a volunteering position.

ATN provides a safe, welcoming and harmonious learning environment for people who come from a diverse range of backgrounds. ATN has created a positive, safe, secure atmosphere for learning through the promotion of equality and diversity with a widely diverse body of learners in an inclusive learning environment. Staff provide confidential one-to-one advice and support to learners seeking guidance about a range of emotional and personal issues, from stress and relationships to housing and benefits. ATN has experienced staff to provide advice and guidance. "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). Matrix accreditation was reviewed in November 2017. Ofsted reported that, "Leaders and managers place safeguarding as a high priority within the organisation. They have appropriate safeguarding policies and procedures. They implement these effectively to keep the learners and staff safe." The Ofsted also confirmed that, "Staff consider learners' safety well. They risk assess learners for safeguarding issues at the recruitment stage, which enables them to monitor students' welfare during their programmes. Staff are vigilant in monitoring learners well-being and put interventions in place swiftly where they are required. Staff provide good support to learners with personal and welfare issues, including access to counselling services."

Learner Satisfaction Survey responses from all those completing courses show the response the to the following questions were, given four choices of Outstanding, Good, Satisfactory, Inadequate:
- How would you rate advice and guidance you received prior to enrolment? (Outstanding 85% Good 14% Satisfactory 1%)
- Please rate the quality of support, advice/guidance you received throughout your course? (Outstanding 88% Good 12%)
- How would you rate safety and respect you experienced during the course? (Outstanding 91% Good 8% Satisfactory 1%)

ATN gives a high priority to developing English (including ESOL) and Mathematics in order to improve the employability of the learners. Learner feedback collected on various occasions reveal that most learners agreed that the courses had helped them to

improve various skills including, maths, ICT, employability. In addition ATN also helped them to improve self-confidence and boost their self-esteem.

ATN 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. All Schemes of Work and Lesson Plans audited reveal that all tutors were keen to embed employability, well-being, English, Maths and ICT in to their curricula. However, observation reports indicate that some opportunities were missed in embedding numeracy skills into some Functional Skills English lessons. Through this preparation and delivery learners are well-prepared for the next stage such as further training and employment. Most learners agree that they benefited from the use of employability services offered through ATN's National Careers Service department including CV support and job interview skills development. ATN also offers work experience to its learners through the partnerships established with the local employers and charities. ATN maintains effective links with external support agencies, signposting and referring learners as necessary. Learners develop good attitudes to learning, show exemplary behaviour and have a very positive experience. The behaviour of students is very good. This has been a key strength in many lesson observations. "All learners were happy about their learning and the teacher. Learners praised the tutor and their learning experience." (OTL 14/09/2018) "All learners appeared to be delighted about their learning and the teacher's knowledge and skills. Learners comments include; 'Class is very good', 'teacher is very good', 'we are learning a lot' and 'we are happy to come here every day'." (OTL 05/12/18).

Learners, teachers and leaders pursue excellence, as a consequence behaviour, effort and attendance is very good leading to very good achievements and progression. Teachers and all ATN staff work hard to promote a culture of high attendance. There are attendance related posters displayed in prominent area and ATN's high expectations are reinforced through robust induction programmes. Attendance rates are generally very good and varied from 82.42% to 97.53% which was an improvement on the 2017/18 figures of 78.58% to 93.65% with an average of 87.65% slightly up on the 2017/18 figure of 86.46%.

Almost all learners arrive in good time for their courses and understand the impact arriving late has on the other learners, and tutors report no issues with punctuality on their mid-course and end of course reviews, 6 of the 9 courses had 100% punctuality and the lowest rate was 97.78%.

There are numerous opportunities for learners to have their voice heard using the surveys and evaluation forms which are fed back to students demonstrating ATN's commitment to address students-raised issues and concerns in a timely and effective manner. 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 learners alike work hard to abide by the high standards expected at ATN 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. There were no safeguarding incidents and no Prevent referrals during 2018/19. There were also no accidents, incidents or complaints relating to the 128 enrolments.

The learners were from 15 different ethnic groups; African 21 (16.4%), Any Other Asian 29 (22.6%), Any other Asian/Asian British 10 (7.8%), Any other Ethnic Group 5 (3.9%), Any other Mixed/Multiple Ethnic Background 4 (3.1%), Any other White Background 2 (2.3%), Arab 26 (20.3%), Asian Other 5 (3.9%), Bangladeshi 7 (5.4%), Black/White British African 1 (0.8%), Indian 28 (6.3%), Irish 1 (0.8%), Pakistani 7 (5.4%), White and Black Caribbean 1 (0.8%) and White Other 1 (0.8%)

There is no significant data to identify under-performance from any ethnic group. Achievement Rates were between 80% and 100% for all groups.

All learners identified as either male or female and there were 82 female learners (64%) and 46 male learners (36%). The Achievement rate for female learners was 96.3% and for male learners 80.4%. There is some concern regarding the variance of achievements between Female and Male learners and actions will be taken to close this gap in performance in the future.

OUTCOMES FOR STUDENTS

Key strengths

- Achievement Rate 92.19%

- Pass Rate 97.52%

- Retention rate 94.53%

Key areas for development (Unfortunately ATN will not be directly funded by the ESFA for 2019/20 as funding is devolved)

- Improve Achievement rate by 1% to 93% or greater.

- Improve on the into Employment and Volunteering Rate by 3.4% to 12% or greater

- Narrow the Female to Male Achievement rate imbalance by 6% to 10% or less

Adult Provision

ATN had an Achievement rate of 92.19% which was a 8.59% increase over the 2017/18 figure of 83.6% and a Pass rate of 97.52% which was an increase of 4.62% over the 2017/18 figure of 92.9%. These outcome rates compare very favourably with national rates. The Pass and Achievement rates for each subject were; ESOL Award in Skills for Life Speaking & Listening – Pass rate 100% Achievement rate 75.0%%; ESOL Certificate in Skills for Life (Full Award) Pass rate 93.75% Achievement rate 93.75%; Functional Skills English – Pass rate 97.14% Achievement rate 91.89%; Functional Skills Mathematics – Pass rate 98.28% Achievement rate 96.61%.

In 2018/19 there were 128 enrolments on adult learning programmes, 16 (12.5%) ESOL S&L, 16 (12.5%) ESOL Full Award 37 (28.90%) English and 59 (46.09%) Mathematics. 121 (94.53%) learners completed their course with 7 (5.47%) withdrawals. 118 (97.52%) passed and 3 (2.48%) did not pass.

The overall Retention rate was 94.53% which was an increase of 4.53% over the 2017/18 figure of 90.0% and by subject this was 75.00% for ESOL Speaking & Listening, 100% for ESOL Full Award, 94.59% for English and 98.31% for Mathematics.

The Retention Rate was 100% for 5 of the 9 courses, 92.91% for 1 course, 90.91% for two courses and 75.00% for one course. The Course with 75.00% retention was a 'beginners' ESOL Entry 1 Speaking & listening Course which started with 16 learners but had 4 drop outs, 2 left through ill health, 1 left the area and 1 went to prison. The other 3 learners that dropped out were because, 1 had issues with a pregnancy, 1 through ill health and 1 moved from the area.

The Pass rates across all courses were excellent with 6 of the 9 courses having 100% pass rates and in each of the other 3 courses only one learner was unsuccessful on each course, only 3 learners that completed their courses did not pass.

In meeting the needs and interest of the community ATN recruits learners from a diverse range of backgrounds, the vast majority of whom achieve and make good progress. There is no significant data to identify under-performance from any ethnic group. However, mangers will continue to monitor EDIM data carefully to identify any under-performance by any group.

Outcomes for both male and female learners are good and overall outcome rate is higher than the National Rates. However, Female learners have significantly outperformed male learners, with Females having an Achievement rate of 96.3% against a

Male Achievement rate of 80.4%. All learners identified as male or female and there were 82 female learners (64%) and 46 male learners (36%), this was an identical ratio to 2017/18.

10 learners (10.2%) declared a special educational need or disability, this was nearly double the 2017/18 figure of 5.7%. All learners identifying a special educational need or disability were successful. ATN will endeavour to attract more learners with special educational needs or disability and ensure that learner reporting of disability is accurate.

Learners enjoy and value their time at ATN. They respond positively to questions regarding their experiences. 100% of learners agreed that they rated their course as outstanding or good (92% outstanding, 8% good). Results of the Student satisfaction survey remain impressive showing that 99% of learners had achieved their learning goals.

There are clear progression routes and learners' post-ATN outcomes are wide ranging. Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations. Audits and lesson observation reports identify that all learning programmes embedded employability skills development and learners were provided with very good career advice with the focus on developing transferrable skills. ATN's recent Ofsted report states, "Teachers build valuable job-search and work preparation skills into the curriculum. As a result, learners develop relevant English Skills and understand what they will need to do to apply for jobs."

The Centre Activity Report for Functional Skills (24/10/2018) states, in relation to a learner interview, "Both of the learners interviewed were very happy on the programme and looking forward to move on to the next level. They were appreciative and happy with the support provided by all staff members, especially their class tutor."

APPENDICES and Evidence used to complete the Self-Assessment report

A) Learner Satisfaction Survey Analysis

B) Learner Progression Analysis

C) Learner Achievement by Subject and Level Analysis

D) Learner Gender Achievements Analysis

E) Learner Ethnicity Achievement Analysis

F) Learner Disability Achievements Analysis

G) Ofsted Report (20th/21st May 2019) (Unique Reference Number: 1270740)

H) Recruitment and Achievements by Subject and Term

I) Recruitment and Achievements by Subject and Level

J) Recruitment and Achievements by Course

K) External Centre Activity Reports

L) Observation of Teaching & Learning Reports

M) Matrix Annual Continuous Improvement Check Report

N) Class Registers

O) Learner Mid and End Course surveys (See Stored Paper Files)

Curriculum Quality Improvement Plan 2019 - 2020 (from 2018-19 Self-Assessment Report)

Curriculum area:	Adult Education Budget - Functional skills in English & Mathematics, and Award in ESOL Skills for Life (Speaking & Listening)		
Author:	Jojy Varghese	Date:	22nd August 2019

NOTE: (Unfortunately ATN will not be directly funded by the ESFA for 2019/20 as funding is devolved)

1.	Effectiveness of leadership and management						
	Issue for Improvement and/or Development	**Specific action(s) to be taken**	**By who**	**Completion Date**	**Evidence required**	**Progress made**	**Update date**
i)	Develop further opportunities for learners to undertake work experience, work shadowing, work trials and volunteering.	Set up of a working group to coordinate contact with employers and updating records	KK	30/09/2019	Minutes of working group meetings		
ii)	Develop and deliver digital skills qualification courses.	Registration and accreditation with awarding body	JV	30/11/2019	Awarding Body Accreditation		
iii)	Develop further the use of digital technology and digital skills in all courses.	Staff training workshop and general guidance to delivery staff	JV	30/09/2019	Workshop held – training notes and guidance for staff		
iv)	Develop quality processes and reporting in line with the new Inspection Framework (Intent, Implementation, Impact)	Management group to follow developments and review current processes	SSG/KK	31/01/2020	Changes made to Quality process		
2.	Quality of teaching, learning and assessment					2.	
	Issue for Improvement and/or Development	**Specific action(s) to be taken**	**By who**	**Completion Date**	**Evidence required**		

				Completion Date			
i)	Facilitating more teachers to gain Assessor and Verifier qualifications, with at least one addition per centre.	Management to identify suitable staff and suitable courses	KK/JV	31/12/2019	Staff enrol on training course		
ii)	Deliver training and guidance on the new Inspection Framework to all staff.	Training session for all staff and administrators	JV	29/02/2020	Training session held, training handouts and guidance notes		
iii)	Deliver training and guidance on the new Functional Skills courses to all staff.	Training sessions held, training handouts and guidance notes	JV	04/09/2019	Training session held, training handouts and guidance notes		
iv)	Review resources to ensure they meet the criteria for delivery and assessment of the new Functional Skills qualifications	Quality Manger, Senior tutors and all staff review resources, amend and create new resources.	KK/JV + All Tutors	30/09/2019	Amended and new resources available where required.		
3.	**Personal Development, behaviour and welfare**						
	Issue for Improvement and/or Development	**Specific action(s) to be taken**	**By who**	**Completion Date**	**Evidence required**		
i)	Further Improve learner development by adding a wide range of learner enrichment activities such as visiting the local library and registering for membership, visiting local places of interests, celebrating special days such as employability day, etc. and ensure at least one	Discussions with delivery staff to identify opportunities for enrichment activities.	KK/JV + All Tutors	30/09/2019	Number of Enrichment activities increases		

	enrichment activity is undertaken in course of their learning.						
ii)	Attract a greater number of learners with special educational needs and/or disabilities and ensure accurate reporting of learner disability.	Discussion with JCP Advisers supporting claimants with special educational needs and/or disabilities	GS	30/09/2019 then Ongoing	Discussion with JCP advisers take place regularly		
iii)	Capture Wellbeing and self-confidence improvements from learner satisfaction surveys.	Additional questions to be added to Learner satisfaction survey	KK/KM	30/11/2019	Updated Learner satisfaction survey		
4.	**Outcomes for learners**						
	Issue for Improvement and/or Development	**Specific action(s) to be taken**	**By who**	**Completion Date**	**Evidence required**		
i)	Improve Achievement rate by 1% to 93% or greater.	Discussion with tutors and Quality Manager	JV	30/09/2019	Improved Achievement Rate		
ii)	Improve on the into Employment and Volunteering Rate by 3.4% to 12% or greater	Discussions with Managers, Working group and tutors	KK/JV	30/11/2019	Improved into Employment Rate		
iii)	Narrow the Female to Male Achievement rate imbalance by 6% to 10% or less	Discussions with tutors and additional monitoring of male learners	KK/JV	30/09/2019 and ongoing	Narrowed Female to male imbalance		