ADULT TRAINING NETWORK LIMITED

England & Wales · Charity number 1093609

Details

Other names	ADULT TRAINING NETWORK
Status	Registered
Legal form	Charitable company
Company number	04286151
Registered	2002-08-30
Register	View on the Charity Commission register

Contact

Address	Unit 3 Triangle Centre 399 Uxbridge Rd Southall Middx UB1 3EJ
Phone	02085749588
Email	sgill@adult-training.org.uk
Website	www.adult-training.org.uk

Activities

Objects: TO ADVANCE EDUCATION FOR THE PUBLIC BENEFIT IN THE SUBJECTS OF IT, MATHS AND ENGLISH IN PARTICULAR TO THOSE PEOPLE WHO ARE FROM ETHNIC MINORITIES, REFUGEES OR ASYLUM SEEKERS

Activities: ATN provides training to socially excluded members of the community. It endeavours 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 integrates learners into the social and cultural fabric of society.

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Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, Economic/community Development/employment
- **Who:** People With Disabilities, Other Charities Or Voluntary Bodies, The General Public/mankind

Geography

- Buckinghamshire
- Ealing
- Hertfordshire
- Hillingdon
- Hounslow
- Merton
- Slough

Finances

Period end	Income	Expenditure	Assets	Employees
2025-11-30	£397,901	£437,915	-	-
2024-09-30	£484,391	£615,875	-	-
2023-09-30	£430,280	£666,275	-	-
2022-09-30	£641,273	£609,697	£426,727	24
2021-09-30	£379,631	£405,708	-	-

Trustees

Name	Role	Appointed
Beulah Felstead		2018-07-12
Fawzy Adam		2018-07-12
Janette Eve James		2023-04-20
Keeranpal Kaur		2018-07-12
Sonia Francisca Khokhar		2020-07-29

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ADULT TRAINING NETWORK LIMITED

England & Wales - Charity number 1093609

Accounts

Registered Charity Number 1093609
Company number 04286151 (England and Wales)

ADULT TRAINING NETWORK LTD

REPORT OF THE TRUSTEES AND
FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 30 NOVEMBER 2025

LEGAL AND ADMINISTRATIVE INFORMATION

FOR THE PERIOD ENDED 30 November 2025

Trustees	Fawzy Adam Beulah Lyn Felstead Keeranpal Kaur Sonia Khokhar Janette Eve James
Secretary	Sarjeet Singh Gill
Charity number	1093609
Company number	04286151
Principal address	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Registered office	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Independent Examiner	A J Bennewith FCA, FCPA, FFA, FFTA, FIPA, DChA, FRSA Upper Ground Floor 18 Farnham Road Guildford Surrey GU1 4XA

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TRUSTEES' REPORT (INCLUDING DIRECTOR'S REPORT)

FOR THE PERIOD ENDED 30 November 2025

The trustees who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the period ended 30 November 2025. The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

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 the 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 enabling 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 2024 – July 2025, ATN employed 16 members of staff. ATN Southall employed a total of eight staff members, who served various programmes funded by Sackler Trust, Step2Skills (Herts County Council), Merton Council, National Lottery Community Fund, Garfield Weston Foundation, Heathrow Community Trust and City Bridge Foundation It included the Director, Regional Manager, two part time administrators, one senior tutor, 2 ESOL/Functional Skills/Digital Skills tutors and one part-time finance coordinator. In Stevenage there were a total of five members of staff employed to serve learning programmes funded by Step2Skills. Staffing included: three part-time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton, three part-time Digital Skills/English/ESOL/Maths Tutors were employed including an Admin/Outreach Officer.

Staff Development & Training

During the year one member of staff completed a Level 5 Diploma in Education and Training as part of their continuing professional development. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment and IQA processes. During 2024-25 we continued to provide support to all tutors and 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
- Standardisation of Marking and Patterns and Trends
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance
- End of course paperwork, updating progress, achievements, satisfaction surveys,(exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end of course evaluations
- Diversity and Inclusion
- SMART records of clear and challenging group and individual objectives
- Effective Digital Skills delivery
- Level 5 Diploma in Education and Training
- OTLA
- Database Training
- Green Skills Training

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds) 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
- ✓ 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

MERTON ADULT LEARNING

Introduction (Context / Uniqueness)

- ATN's priority is to prepare learners for their life goals to obtain employment, progress into further learning and to support their children with their education, rather than only gaining qualifications in Merton.
- The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.
- ATN has developed good relationships with the local JCPs and local community organisations who place learners with us and they continue to inform us that we listen to their intent.
- The basic skills accredited qualifications in ESOL, Functional skills in English and Maths and non-accredited Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning and echoed by local employers. The range of provisions 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 data and reports.

2. Key Areas for Self–assessment

Evaluative Area – Leadership

Leaders and managers provide a clear strategic direction for ATN with regular updates at SMT and Trustee Meetings which are held quarterly. A number of very experienced trustees including the Chair of trustees monitor all aspects of quality assurance and help raise standards. There is a clear and detailed self-assessment process with a 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, for the benefit of learners. 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 organisation.

Evaluative Area - Inclusion

ATN strives to integrate learners into the social and cultural fabric of society at large. ATN's vision is to 'strive to help our clients to fulfil their potential and forge a successful future'. This is supported by its mission 'to provide the best quality education and training to socially excluded members of the community who have little or no access to mainstream education'

ATN provides basic skills courses in Digital Skills (non-accredited), Multiply (Numeracy), Functional Skills English/Maths (accredited and non-accredited) and ESOL to disadvantaged learners from Afghanistan, Ukraine, Syria, Sri Lanka, Romania, Pakistan and England, a majority of whom are from deprived wards in Merton. ATN is delivering in deprived wards in Mitcham where Merton Council has focused its priorities on at Mitcham Library and South Mitcham Community Association.
At a practical level senior managers and tutors adopt an inclusive and welcoming culture for all learners from diverse communities at the IAG, initial assessment, teaching and learning, assessment and end of course exit stage. The course content especially reflects the needs and aspirations of learners and celebrates the cultural diversity of the student body.

Additionally, there were end of term parties and awards ceremonies where learners celebrated their success with a range of food from different cultures prepared by them. This was also a good opportunity to come together as a group and to sample the variety of food prepared and to network and bond as a group.

Learners who were disadvantaged or found the content to be challenging identified by tutor analysis of completed tasks were supported as follows:

(i) Homework was given to some learners in some classes to supplement their knowledge and recap on previous learning.

(ii) Displayed objects on a monitor to supplement learning in some groups, provided easier worksheets and sufficient use of audio-visual resources namely: including projectors, laptops posters, charts, colourful handouts, pictured lexicons to make lessons more adaptable and user-friendly including PowerPoint presentations to support learners with phonics, colours and shapes.

(iii) There was more one to one support offered to learners who found the content to be challenging.

(iv)Learners were mentored and supported at every stage of the learning journey to achieve their objectives.

(v) Effective monitoring and review of learning objectives recorded on ILPs with new target dates set for objectives which had not been achieved.

(vi) Larger A3 exam scripts for mock and actual exams were provided for learners with sight issues.

(vii) Learners with special education needs were provided with worksheets with bigger fonts and less verbose content.

(viii) One tutor contacted the optician to make an appointment for a learner with sight issues. Also, advised the learner of the availability of NHS subsidised spectacles.

Safeguarding

ATN has a strong safeguarding culture and ensures that learners and staff are well versed in safeguarding issues and the mechanisms for raising safeguarding issues which arise both at ATN and outside in a wider context. Ninety seven percent of 143 learners surveyed in July 25 confirmed that they were made aware of safeguarding arrangements and 99% felt safe at ATN.

- Learners are encouraged to raise concerns and are confident in doing so.

- Staff are vigilant about any safeguarding issues that may arise and there is an escalation process should there be a need to do so.

- All tutors have had refresher training in Safeguarding and Prevent.
- Safeguarding and Prevent are embedded in the curriculum for all subject areas.
- Learners are given comprehensive guidance on how to keep safe and the signs to look out for on Safeguarding and Prevent issues.
- A regular review of learners' understanding of Prevent and Safeguarding is undertaken
- There have not been any safeguarding issues or near misses in this academic year.

Provision Evaluative Area - Curriculum (Adults)

Reflective Questions:

- ATN's ambitious, sequenced and well-planned curriculum relevant to local and national needs is designed to give every student the skills they need to succeed.
- The schemes of work for ESOL and FS English include embedding essential skills in Maths, Green Skills, Employability and Health and Wellbeing.
- Healthy eating, regular exercise and strategies for coping with stress are included in curriculum content.
- All subjects follow City and Guilds awarding body guidelines on the number of GLHs taught.
- Practice and Final assessments are included in the curriculum design at appropriate junctures.

Provision Evaluative Area - Teaching & Training (Adults)

Tutors displayed objects on a monitor to supplement learning in some groups, provided easier worksheets and sufficient use of audio-visual resources including projectors, laptops posters, charts, colourful handouts, pictured lexicons to make lessons more adaptable and user-friendly including PowerPoint presentations to support learners with phonics, colours and shapes.

There was extensive CPD for teachers throughout the academic year. Some of the CPD activities are highlighted below:

(i) Jan and April 25 – One to one induction/recap for all new/existing tutors prior to the commencement of their courses on Attendance Register, Initial Assessments, SOW, Diagnostics, Class Profile, Individual Learning Plans, Course reviews, Course Evaluation, Case study

(ii) Jan and April 25 - Relevance of Diagnostic Assessments, setting of assessments and marking scheme.

(iii) Jan and April 25- Class Profiles, Different learning styles and how to introduce safeguarding into sessions.

(iv) April 25 -Digital Skills – Induction of learners, Registers, Initial Assessments

(v) Jan and April 25- ILPs and SMART Targets – How to record progress, achievement and learner reflection.

(vi) Jan and April '25 -Standardisation Training in marking and assessment of accredited learning

(vii) MAL CPD on the 6/5/25. One of the teams' discussions centred around the Ofsted inspection in Sept 24 of MAL provision on what we do well and what we need to improve on as a provision. In a few instances, tutors do not check learners' understanding well enough. In these instances, they do not provide helpful and enough feedback, so learners know how to improve their work. In a few instances, tutors do not adequately help learners to fill gaps in their knowledge

Also, discussion centred on outstanding providers and Ofsted feedback on what outstanding looks like. Additionally, discussion centred around resources, where to find them and tips for creating effective resources. Focus group discussions centred on working effectively with stakeholders, support for learners starting their own business, successful attendance strategies and sharing best practice on IAG and signposting learners.

(viii) How to write an Effective SAR in the light of the new Ofsted inspection framework. There were 3 online workshops as follows: Introducing the inspection framework, inclusion and leadership.

Impact of staff CPD

(i) Greater understanding of recording and tracking processes.

(ii) More effective completion of document templates

(iii) Tracking learner progress on ILPs and target setting which is SMART. Revisiting targets which have not been accomplished with new target dates

(iv) Less errors in the marking and assessment process.

(v) Areas for improvement

(vi) Insights into strengths and how we need to improve in the IAG process.

(vii) Cascade to tutors to concept check for all knowledge imparted and provide feedback to enhance embedding of knowledge.

(viii) Greater understanding of the requirements of the new Ofsted inspection framework and the steps to improve our practice.

There are regular two weekly tutorial sessions and learner progress against set time bound targets is recorded and reviewed on ILPs. New dates for further review are set if there are still gaps in knowledge. For qualification based courses, there is a mid-course mock exam followed by an end of Term final assessment.

Provision Evaluative Area – Achievement

- **The achievement rate for Tailored Learning (ESOL, Digital Skills) for 48 learners was excellent at 96% whilst the retention was 98%**

- **The achievement rate for ASF (FS Maths, FS English and ESOL) for 221 learners was excellent at 92% whilst the retention was 96%**

- Learners have progressed onto further stepped learning at ATN in ESOL and FS English
- Adult learners take ownership of their learning and have a very positive engagement with the learning process.
- The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with students informing us that they liked ATN and that they feel safe and welcome

OTLAs are sufficiently robust to identify strengths and areas for improvement and create a roadmap to improve the practice of tutors where appropriate and to maintain strengths.

The comments above are evidenced in management data, OTLAs, IQA and

EQA reports, learning walks and Learner Surveys.

Provision Evaluative Area – Participation and Development

- Learners are actively participating during lessons and are gaining language/digital and Maths skills. The former is evidenced during OTLAs and informal observations by senior managers and the latter in the achievement rates for ESOL (95%), FS Maths/English (89%) which are above national benchmark rates.
- Additionally, the retention rate was 97% which is above the national benchmark rate for Skills for Life provision.
- ATN has a strong focus on personal development, behaviour and welfare, with activities distributed and reinforced across various learning programmes. ATN provides a good 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 becoming more 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, 87% of the learners have rated the teaching and learning received throughout the course as outstanding or good.
- English, Maths, ICT and employability skills are effectively embedded in schemes of work as evidenced by course file audits, lesson observation reports and moderation. The Functional Skills in English curriculum embeds not only essential language development in all four skills (reading, writing, listening and speaking) but also includes regular support with the development of digital skills by using the internet to refer to online dictionaries, language development websites, job search engines and translators. OTLAs and reviews of SOWs confirm how effectively various skills including Numeracy in the Multiply programme, employability skills, English and ICT skills are integrated into lessons.
- Students develop employability skills through a good range of opportunities integrated exceptionally well in many programmes. Employability skills, effectively embedded in the learning programmes especially in ESOL, Functional Skills in English and Digital Skills qualifications through CV workshops, interview practices, Skills identification activities, equip students well for volunteering roles as well as to obtain employment. According to the learner survey in July 25 of the 143 learners sampled, 87% will progress into further learning at MAL at the next level and 8% of learners are employed or have gained employment (Learner Survey July 2025).
- According to learner satisfaction survey (July 2025), 86% of the learners have confirmed an improvement in self-confidence. Learners report that they have greater confidence in supporting their children with school work and in their ability to become more involved in their children's education generally. They also report greater use of search engines and finding information from websites including their improved ability to share this with their family, friends and neighbours. One additional advantage to using Mitcham Library for delivery is that almost all learners have taken out Library Membership and now use the resources available at other times.
- Attendance in Term 3 was 80% with a range of 70% - 91% which was similar to Term 2 term and lower than the MAL target of 90%.
- Learner voice is used at the end of each Term to establish the quality of teaching, learning and feedback from the tutor on strengths and areas for improvement, the support received with learning, the tutor's explanation of what was needed to achieve, the enrolment process and the impact the learning has had on lifestyle, family life work or community involvement. Essentially, it is to gauge the temperature of the quality of the provision in real time.

Learners have confirmed the following in Termly exit surveys:

- Learners developing better communication/language skills.
- Excellent quality of teaching and learning.
- Learners gaining confidence to achieve their goals such as independence and empowerment.
- Employability skills, confidence to support their children with their schoolwork and to help themselves in daily life situations.
- Both sites are safe places and learners are respected.
- Excellent IAG process pre and post course.

Final Self-assessment Executive Summary

ATN is an SME, BAME led Charity that is long established in the communities we currently serve in Merton. Our main purpose is to build the skills and confidence of traditionally disadvantaged members of the society to support them in gaining qualifications and with their entry into sustainable employment. Additionally, ATN strives to integrate learners into the social and cultural fabric of society at large

The basic skills qualifications in ESOL, (Functional skills in English, Digital Skills

and Multiply (Numeracy) offered in Merton by ATN are a priority for up-skilling,

which has been documented by the Mayor of London, Merton Adult Learning 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 data and reports,

ATN's priority is to prepare learners for their life goals to obtain employment, progress into further learning and to support their children with their education, rather than only gaining qualifications in Merton.

The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.

ATN has developed good relationships with the local JCPs and local community organisations who place learners with us and they continue to inform us that we listen to their intent of providing basic skills for progression into further learning and employment.

Key strengths identified

- At a practical level, senior managers and tutors adopt an inclusive and welcoming culture for all learners from diverse communities at the IAG, initial assessment, teaching and learning, assessment and end of course exit stage. The course content especially reflects the needs and aspirations of learners and celebrates the cultural diversity of the student body.
- Additionally, there were end of term parties and awards ceremonies where learners celebrated their success with a range of food from different cultures prepared by them. This was also a good opportunity to come together as a group and to sample the variety of food prepared and to network and bond as a diverse group, support social integration and forge ongoing friendships.
- The majority of students tell us in student surveys and personal tutorials that they enjoy coming to ATN, with students informing us that they liked ATN and that they feel safe and welcome whilst developing essential skills and confidence to progress into further learning and employment.
- The achievement rate for ASF (FS Maths, FS English and ESOL) for 221 learners was excellent at 92% and above national benchmark figures whilst the retention was 96%.
- 87% of the learners progressed into further learning at MAL and 8% into employment.

Garfield Weston Foundation - End of Programme Grant Report for year end 10/4/25

Introduction

ATN was granted a sum of £30,000 for core funding by Garfield Weston Foundation and was able to fulfil the objectives set out in the grant bid to develop the skills, confidence, health and wellbeing of the 678 beneficiaries and to support positive progression pathways into further learning and employment, similar to the previous academic year.

Activities

ATN conducted programmes in English, Digital, Health and Wellbeing and Employability skills in the grant year. Each beneficiary was provided with a Matrix accredited information advice and guidance session to explore barriers to learning and employment including additional support needs. This was followed by a BKSB initial and diagnostic assessment of English, maths and IT skills. Mental health/ Wellbeing was also assessed using the Warwick Edinburgh Mental Wellbeing Scale (WEMWB). This was followed by high quality teaching and learning sessions with SMART targets followed by mid-point and final assessments. At the end of each course there was a final progression advice session into further learning or work.

There were also opportunities for social inclusion and integration in the form of coffee mornings, end of course parties and celebration of cultural events where food and drink representing different culinary traditions was prepared and presented by the beneficiaries. Additionally, these events were enhanced by music from a multitude of different cultural heritages which added to inclusivity and mutual respect amongst participants. The above activities helped bring beneficiaries from different communities together to celebrate with food, music and drink. It also helped learners engage and network with each other, including fostering friendships, social bonds and mutual respect. An added benefit was to promote social inclusion at the events. Together with the educational programmes which had taken place previously, the social events added to an important objective in supporting learners to integrate into the social fabric in the UK.

Outcomes

Most of our learners from Afghanistan, Syria, Ukraine, Sri Lanka, Pakistan and India have developed greater confidence, identity and self-worth to move into further education and employment. For example, 10% moved into employment on the Harrow Richmond Uxbridge College programme and 58% continued with ATN to develop their skills set further.

We continue to develop strong relationships with stakeholders such as local Job Centre Plus offices in Ealing and Merton, Merton Council, Herts County Council and local employers.

ATN had a cumulative achievement rate of 90%, pass rate of 94% and retention rate of 96% which is very credible and above national benchmark figures for all grant funded programmes and core funded by Garfield Weston Foundation.

Additionally, given our commitment to existing learners, 53 of the beneficiaries achieved an achievement rate of 93%, pass rate of 100% and retention rate of 93% without any funding from any source.

There was also a tangible improvement in the mental health and wellbeing of learners at the end of the programmes when compared with their condition at the commencement of the courses. Beneficiaries were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants' families and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Challenges and Resolutions

Many of the learners are refugees who have suffered trauma and displacement from war-torn zones apart from their lack of language skills. Tutors have worked diligently and selflessly to engage with learners and to provide them with the tools to integrate into and navigate a new education, work and social system in the UK. Consequently, motivation levels have improved dramatically. The tutors often experience linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors are resorting to GTM (Grammar Translation Method). At ATN several multilingual lexicons are provided to the learners in the classrooms. The tutors need trauma-informed teaching approaches which need to be explored further at standardisation sessions led by senior staff. Learners are encouraged to talk about bereavement and any recent trauma they have experienced in their lives. Practical barriers include poor attendance due to childcare and financial constraints of the learners. Staff at ATN are well-equipped in providing IAG and homework to such learners so that they can catch up with any sessions that they have missed. Institutional challenges include budget constraints for learning materials and resources. To address this issue the senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills. ATN intends to continue to support learners in a holistic manner with the strategies mentioned above.

Learner Survey Analysis

Learner surveys were conducted for all funding programmes. Ninety percent or more of the 547 beneficiaries who responded to the learner surveys expressed excellent/good views on Information, Advice and Guidance prior to the start of the course regarding the quality of teaching, achievement of personal learning goals, the quality of the assessment procedure, the quality of support advice and guidance received throughout, the quality of resources, training venue and facilities, safety and respect experienced and overall course rating

Sample Learner Comments

“My teacher is good and I improved my English and job skills.”

“I am satisfied with the course because I have gained the skills to find a job.”

“I am happy and satisfied with the course. I learnt a lot to do with employability.”

“It helped me find a job and I learnt different things about jobs.”

“I can read well, improved my vocabulary and pronunciation.”

“I have improved my listening.”

“I am satisfied because I now can talk with more confidence.”

“This course helped me learn how to type. I never typed on the computer before and

“I was able to type a cover letter.”

“This course helped me to communicate with other people.”

“I would like more lessons on computer or digital skills. I need more hours for me to understand more about how to use a computer.”

Case Studies

Numan Besmelah

Numan is originally from Afghanistan, where he was born and raised. Whilst he was there, he attended religious school and had no prior employment history. He left Afghanistan and arrived in the UK in 2021 due to fear of persecution. As Numan did not have any employment history it would be hard for him to apply for and have success when looking for employment. Additionally, due to the language barrier he also faced, it meant that Numan would have to prioritise learning English so that he could begin achieving his dream as a bus driver in the future. Numan was later enrolled at ATN onto an Entry Level Award in ESOL Skills for Life Entry 1 course so he could begin achieving the qualifications he required to begin working. As he progressed within the course, Numan began to improve his written and spoken English, which allowed him to converse fluently with others as well as being able to successfully ask and answer questions. With the progress that

Numan quickly made, he was successful in finding himself employment, working part time as a mechanic at OT Service.

Numan is still hoping to achieve his dream of working as a bus driver in the future, but he is currently enjoying his new role and has been grateful for the opportunity given to improve his English which helped aid him in finding his new job.

Conclusion

Adult Training Network is very grateful for the support of Garfield Weston Foundation in supporting the work of ATN. With the combined funding that we have received from all the funders, the impact on the beneficiaries has been transformational.

National Lottery Awards for All

Aims of the Programme

Through this project, ATN are improving the skills and employment prospects for unemployed adults, who have recently arrived in the UK as refugees, asylum seekers or migrants and speak English as a second language.

We are achieving this by providing 45 Guided Learning Hours (GLH) per individual delivered to cohorts of 12 learners over 15 hours per week for 3 weeks. Course content includes:

- ESOL skills (15 GLH).
- IT skills (15 GLH).
- Job searching, applications and interview skills (10 GLH).
- Health and Well-being (5 GLH).

Activities

ATN engaged with 48 learners and delivered four programmes of ESOL, Digital Skills and Maths which were embedded in the program content. A short health and wellbeing course was also included in each of the 3 programmes. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid-course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive initial assessment to determine their English, Maths and ICT Skills using the BKSB Initial and Diagnostic Assessments (assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard.

Profile of learners

The learners were primarily from BAME and refugee communities who were as follows: Asian, Ukrainian, Afghani, Syrian and African.

Impact and Outcomes

The Achievement rate was a credible 80% with a retention rate of 80% and a pass rate of 100% indicating that learners were engaged and benefitted from the programme. Of the 19 learners who had a disability 95% achieved their learning goals.
The percentage of learners who progressed onto higher level accredited ESOL at ATN was 3% with 65% achieving employment or actively seeking employment. Of these, it is estimated that 10% moved into employment

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

All learners surveyed expressed excellent/good views on the following:

The course improved general wellbeing,

initial induction was of a high calibre,

the quality of information advice and guidance,

the quality of teaching during the course,

the quality of support, advice and guidance received throughout,

the quality of resources including the variety of course notes and handouts,

the training venue and facilities including teas and coffees at break times,

the improvement of self-confidence during the course,

the improved digital skills and job searching skills,

the new updated CV of a high quality,

the learners surveyed were actively seeking work, and

the development of wellbeing during the course.

Beneficiary comments

Please find below sample comments made by some of the beneficiaries on the value of the programme.

“I can read well, improved my vocabulary and pronunciation.”

“I have improved my listening.”

“I have started speaking in English.”

Case Studies ROHULLAH

NABIZADAH

Rohullah was born in Afghanistan where he studied and completed his education up until the 12th grade in Farsi. Due to the conflict in the country, he moved to the UK so that he could re-join his family here. Since arriving, Rohullah was not able to find himself any employment as he could not speak English fluently. Rohullah then decided to enrol onto The National Lottery Community Fund where he

could improve his English communication as well as learn transferable skills to help him succeed in pursuing his goal of being an engineer in the future. At the start of the course, he was nervous and did not speak often. As the course went on, there was a huge improvement in Rohullah's confidence when conversing with others as well as his spoken English. Upon the completion of the course, Rohullah wanted to follow onto the next step he needed so that he could become an engineer, so he enrolled in Southall College in September 2024, so that he could study English and Maths. Once he has completed this, Rohullah expressed how he would like to enrol on an engineering programme at a university in the future.

FALAH NOORE SALAM

Falah was born in Iraq. He was in formal education up until the age of 5 before he had to stop due to issues within the country. Once he was able to begin working, Falah was employed as a truck driver for 15 years before having to move countries. He later moved to Sweden with his family where they lived for 5 years. During that time in Sweden, Falah worked as a handyman for 3 of those years before moving to the UK in 2020 with his family. Since arriving, he was unable to find work due to the language barrier he faced. Falah wanted to be able to find employment so that he could support his family, so he decided to enrol onto The National Lottery Foundation so he could improve his written and spoken English to improve his chances at gaining employment. There was an instant improvement in Falah's English once the course began, he could answer and ask questions confidently and he was able to improve his written language. Once he successfully completed the course, Falah began applying for jobs and managed to find employment working part-time as a housing removal driver. He is now looking to start working full-time in the future in the same or another role.

Step2 Skills

Objectives of the programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers and local residents. These are being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and non-accredited tailored learning courses in ESOL and Employment for positive progression into further learning at ATN or into employment

Activities

ATN engaged with 211 learners and delivered accredited programmes in ESOL and non-accredited community learning programmes in Digital Skills, Maths, Get that Job and pre-Entry ESOL. Each participant was given an initial assessment to ascertain their level of competence in ESOL. This was followed by courses which included matrix accredited Information, Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive initial assessment to determine ESOL using the BKSB Initial and Diagnostic Assessments. These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard.

Profile of learners

The learners were from a diverse range of ethnicities including Ukrainian, Polish, Afghani African and Asian communities. The % of learners from BAME communities was 95% and above profile.

Impact and Outcomes

The Achievement rate for 217 learners was a credible 94% with a retention rate of 96% and a pass rate of 98%, indicating that learners were engaged and benefitted from the programme. 26% continued being employed on a part-time basis or moved into employment

Learner Feedback

The % of 158 learners surveyed who expressed excellent/good views were as follows:

(i) Information, Advice and Guidance prior to the start of the course – 94%

(ii) Develop employability skills – 53%

(ii)The quality of teaching during the course – 95%

(iv)The achievement of personal learning goals – 95%

(v) Safety and respect experienced during the course - 100%

(vi) Signposted into further learning 23%

(vii) Referred to a careers adviser 21%

(vi) Overall course satisfaction, taking into consideration everything – 92%

City Bridge Trust

Outcomes and Achievements

ATN met its outputs for beneficiary starts, 42 learners have completed their programmes. A further 25 beneficiaries completed programmes conducted between April and July 2025

100% of learners who completed their programmes have reported improved hard and soft skills, including interview skills, ESOL and specific course-related knowledge with retention and achievement rates of 81% to April 25 which are consistent with this cohort of learners who are the most marginalised and furthest away from learning. The Achievement rate between April 25 – July 25 was higher being at 88% with retention rates of 96% demonstrating an excellent engagement of learners.

To April 25, 16 (38% of the) beneficiaries have a disability which is very creditable given that this is 14% above the general population with an identified disability. Of these, 75% of the beneficiaries achieved their learning objectives.

To April 25, 96% of the learners had reported increased motivation/confidence to enter further learning or secure new/improved employment as a result of their new skills.

To April 25, 93% of the learners had reported increased confidence towards successfully integrating into their community as a result of improved English skills and confidence due to our support

The percentage of learners who progressed onto higher level accredited ESOL at ATN to April 25 was 33% whilst 7% moved into employment. There was also a tangible improvement in the mental health and wellbeing of learners at the end of programmes when compared to the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

For many individuals, this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses.

Dealing with challenges

The tutors often experienced linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors resorted to GTM (Grammar Translation Method). At ATN, several multilingual lexicons are provided to the learners in the classrooms.

The tutors also needed trauma-informed teaching approaches. Such important issues are always dealt with by standardisation sessions led by the Director and Regional Manager. Learners are encouraged to talk about bereavement and any recent trauma they have experienced in their lives.

Practical barriers included poor attendance due to financial constraints of the learners.

Staff at ATN are well-equipped in providing IAG to such learners so that they can attend classes regularly.

Institutional challenges included budget constraints for learning materials and resources. To address this issue, the senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills.

Heathrow Community Trust

By the conclusion of the project to support learners with basic skills and employability, ATN had enrolled 36 learners who completed the programme with a 97% achievement rate. 33% of the learners moved into further accredited learning at ATN whilst 65% were either looking for work or gained employment.

52% of the beneficiaries had an identifiable disability which was 20% above expectation with a pass rate of 65% which was a laudable achievement.

All beneficiaries reported increased motivation to secure new or improved employment, most learners had reported hard and soft skills, including communication, interview skills, teamwork, ESOL, IT and specific course-related skills. Furthermore, at least 95% have reported increased confidence in gaining employment or engaging in further education.

Social events and end-of-term awards ceremonies helped learners engage with each other including fostering friendships, social bonds, mutual respect, social inclusion and supporting learners to integrate into the social fabric in the UK.

Sackler Trust

Objectives of the Programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects including the wellbeing of migrants, refugees and asylum seekers. The programme also seeks to support their integration into wider society. This was achieved by conducting programmes in pre–Entry ESOL, Digital Skills, Employability and strategies for improving health and wellbeing.

Activities

ATN engaged with 30 beneficiaries and delivered programmes of 96 hours in pre–Entry ESOL, Digital Skills and Employability Support which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Digital Skills including career aspirations. This was followed by courses which included matrix accredited Information Advice and Guidance and course support from qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between the tutor and the learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid-course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, Maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills as well as health and wellbeing using the Warwick Edinburgh Mental Well-being Scale (WEMWB). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones.

Profile of learners

The learners were primarily from BAME communities namely Indian, Afghani, Bangladeshi, Eastern European, Ukrainian, Syrian, African and Ukrainian. The gender breakdown was 77% female and 23% male.

Impact and Outcomes

The Achievement rate was a credible 87%, the pass rate being 93% with a retention rate of 93%, indicating that learners were engaged and benefitted from the programme. The percentage of learners who progressed onto higher level accredited ESOL at ATN was 60%, whilst 37% moved into employment or were actively seeking employment.

There was also a noticeable improvement in the mental health and wellbeing of learners at the end of programmes when compared with their condition at the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families, and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

All 25 learners who responded in the cohort of 30 learners expressed excellent/good views in the following:

(i) Initial Induction and Explanation at the start of the course

(ii) The standard of training during the course

(iii) The skills learned during the course helping to improve your job prospects

(iv) Support from staff at all stages of the programme

(v) Resources and facilities provided by ATN

(vi) The variety of content within the course structure

(vii) The quality of IAG during the course

(viii) The quality and presentation of a new/updated CV

(ix) The skills learned during the course helping to improve job prospects

External Verification and EQA Report (City and Guilds)

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 two External Verifier sampling activities in the academic year by City and Guilds External Quality Assurance Assessor (EQA) in ESOL, Functional Skills English and Maths. The EQA confirmed that the team worked well across all three sites and was impressed with the quality of the sampling activity and commented that a commendable and collective team effort was evident throughout the day and across the years.

Matrix Accreditation

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2024, ATN's accreditation was renewed in year two of the three-year assessment cycle after an assessment by the Matrix Assessor.

Significant progress has been made in areas suggested for development at last year's Accreditation Review, including adding learner's comments to the Learner Voice section of the website, along with quantified data results, introduction of team meeting between the 2 centres, and of a staff appraisal system.

The learner induction has been updated, with an additional step in the flow chart. Areas to be reviewed for progress next year include any increase in employer engagement and result from that, a partner survey and impact to date from the Sackler Trust project. ATN continues to work hard to support its learners, including with IAG, around employability aspects that are not funded, and in cost-of-living workshops to advise on ways to economise sufficient evidence to enable a decision of 'Maintaining Accreditation'.

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 42866151). 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 https://www.adult-training.org.uk. The Chair of the Board of Trustees is Mr. Fawzy Adam and the Managing Director is Mr. Sarjeet Singh Gill.

The Trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of the signature of the financial statements were:

- Fawzy Adam
- Beulah Lyn Felstead
- Keeranpal Kaur
- Sonia Khokhar
- Janette Eve James

Recruitment and training of trustees

Trustees with specialist expertise in education, training, finance and fundraising are recruited through advertising on charity forums, recommendations from Trustees and general members of the charity. There is a shortlisting and appointment process which is overseen by the Trustees.

Appointments are made in accordance with the Articles of Association of the charity. On appointments, Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities including financial management.

Closure of the Charity

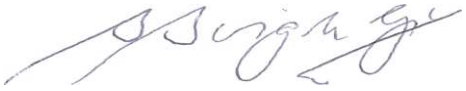
The Trustees of Adult Training Network confirmed on the 28 July 2025 that the charity will close shortly and cease operating due to issues of financial sustainability.

The Trustees are very sorry that we are unable to continue serving the needs of disadvantaged communities as has been the case over the last 26 years.

Despite our best efforts in making at least 18 grant applications to foundations/ trusts and statutory funders since December 2024, no new grant funding is forthcoming to ensure the financial viability of the charity.

The Trustees would like to thank all funders for the grants/contracts which have been allocated in the period to November 25 including winding down grants by City Bridge Foundation and Garfield Weston.

The Trustees' report was approved by the Board of Trustees.



Mr. Sarjeet Singh Gill
Managing Director and Secretary

Date: 3 March 2026

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INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF ADULT TRAINING NETWORK LTD

FOR THE PERIOD ENDED 30 November 2025

Independent examiner's report to the trustees of Adult Training Network Ltd ('the Company')

I report to the charity trustees on my examination of the accounts of the Company for the period ended 30 November 2025.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the *Companies Act* 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the *Charities Act* 2011, s. 145 ('the 2011 Act'). In carrying out my examination, I have followed the Directions given by the Charity Commission under Section 145(5) (b) of the 2011 Act.

Independent examiner's statement

Since the charity's gross income exceeded £250,000, your examiner must be a member of a listed body. I confirm that I am qualified to undertake the examination because I am a member of Institute of Chartered Accountants of England and Wales (ICAEW), which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the Company as required by Section 386 of the 2006 Act; or

(2) the accounts do not accord with those records; or

(3) the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination; or

(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



A J Bennewith
FCA, FCPA, FFA, FFTA, FIPA, DChA, FRSA
Upper Ground Floor
18 Farnham Road
Guildford
Surrey
GU1 4XA

Date: 11 March 2026

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE PERIOD ENDED 30 November 2025

Recommended categories by activity	Notes	Unrestricted funds £	Restricted income funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Income and endowments from:					
Donations and legacies	2	396,801	-	396,801	482,788
Investments	3	22	-	22	103
Others	4	1,078	-	1,078	1,500
Total		397,901	-	397,901	484,391
Expenditure on:					
Charitable activities	5	432,273	-	432,273	609,453
Other	7	5,642	15,652	21,294	6,422
Total		437,915	15,652	453,567	615,875
Net income/(expenditure) before investment gains/(losses)		(40,014)	(15,652)	(55,666)	(131,484)
Net gains/(losses) on investments	9	191	-	191	1,154
Net income/(expenditure)		(39,823)	(15,652)	(55,475)	(130,330)
Net movement in funds		(39,823)	(15,652)	(55,475)	(130,530)
Reconciliation of funds:					
Total funds brought forward		39,837	15,652	55,489	185,820
Total funds carried forward		14	-	14	55,490

BALANCE SHEET

FOR THE PERIOD ENDED 30 November 2025

	Notes	2025 £	£	2024 £	£
Fixed Assets					
Tangible assets	13		-		52,272
Current assets					
Debtors	15	-		37,183	
Investments	14	-		3,924	
Cash at bank and in hand		9,813		26,729	
		9,813		67,836	
Creditors: amounts falling due within one year	16	(9,799)		(48,144)	
Net current assets			14		19,692
Total assets less current liabilities			14		71,964
Creditors: amounts falling due after more than one year	19		-		(16,474)
Net assets			**14**		**55,490**
Income funds					
Restricted funds	20		-		15,653
Unrestricted funds	21		14		39,837
			14		**55,490**

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the period ended 30 November 2025.

The members have not required the company to obtain an audit of its financial statements for the period ended 30 November 2025 in accordance with Section 476 of the Companies Act 2006.

The trustees acknowledge their responsibilities for
(a) ensuring that the charitable company keeps accounting records that comply with Sections 386 and 387 of the Companies Act 2006 and
(b) preparing the financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its surplus or deficit for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

These accounts have been prepared and delivered in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements were approved by the Board of trustees and authorised for issue on 3 March 2026 and were signed on its behalf by:



Fawzy Adam
Trustee



Keeranpal Kaur
Trustee

NOTES TO THE FINANCIAL STATEMENTS

FOR THE PERIOD ENDED 30 November 2025

1. Accounting Policies

Charity information

Adult Training Network Ltd is a private company limited by guarantee incorporated in England and Wales. The registered office address is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ.

The principal accounting policies adopted by the Charity, which is a public benefit entity, in the preparation of the accounts are as follows.

1.1 Basis of preparation

These accounts have been prepared in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011. The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

These accounts are presented in pounds sterling and rounded to the nearest pound.

These accounts have been prepared under the historical cost convention, modified where necessary to reflect the non-going concern (cessation) basis of preparation.

1.2 Going concern

During the year, the Trustees resolved to cease the charity's activities, and the charity has now stopped operating. These financial statements therefore represent the final accounts of the charity.

Accordingly, the Trustees have concluded that it is not appropriate to prepare the accounts on a going concern basis. The financial statements have instead been prepared on a non-going concern (cessation) basis.

Assets have been stated at amounts expected to be realised and liabilities include all known and anticipated costs arising from the cessation of the charity's activities.

1.3 Income from donations or grants

Income from donations and grants is recognised when the charity is entitled to the funds after any performance conditions have been met, the receipt is probable, and the amount can be measured reliably.

Donations are recognised on receipt. For grants, whether 'capital' or 'revenue', this is usually when a formal offer is made in writing. If a donation or grant contains terms and conditions outside of the charity's control which must be met before the charity is entitled to the funds, or if the donor specifies that the funds must be used in future time periods, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

No material income is expected to arise following the cessation of the charity's activities.

1.4 Legacies

Legacies are included in the SOFA when the amount is known, receipt is probable, that is, when there has been grant of probate, the executors have established that there are sufficient assets in the estate and any conditions attached to the legacy are either within the control of the charity or have been met. If the amount is not known, the legacy is treated as a contingent asset.

1.5 Tax reclaims on donations and gifts

Gift Aid receivable is included in income when there is a valid declaration from the donor. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor or the terms of the appeal have specified otherwise.

1.6 Expenditure

Expenditure is recognised when a present legal or constructive obligation exists at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefits will be required to settle the obligation, and the amount can be estimated reliably. It is inclusive of VAT which cannot be recovered.

Expenditure also includes any costs directly attributable to the cessation of the charity's activities, including professional fees and other wind-down costs.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including the support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of charitable activities. Support costs are incurred directly in support of expenditure on the objects of the charity and include project management.

1.7 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employees' services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

At the balance sheet date, the charity had no continuing employees and no outstanding employee-related obligations.

1.8 Pensions

The Charity makes contributions to defined contribution pension schemes through auto enrolment. These contributions are charged to the income and expenditure account in the year in which they become payable.

1.9 Taxation

The organisation is a registered charity and has no liability to income tax or corporation tax on its charitable activities during the year.

Value added tax is accounted for on an accruals basis.

1.10 Creditors

The charity has creditors which are measured at settlement amounts less any trade discounts.

1.11 Leases

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of the ownership to the lessees. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets at the lower of the assets fair value at the date of inception and the present value of the minimum lease payments. The related liability is included in the balance sheet as a finance lease obligation. Lease payments are treated as consisting of capital and interest elements. The interest is charged to net income/expenditure for the year so as to produce a constant periodic rate of interest on the remaining balance of the liability.

1.12 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instrument' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the accounts, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at the transactions price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using an effective interest rate method.

Trade creditors are obligations to pay for goods and services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire, discharged or cancelled.

1.13 Fund accounting

Unrestricted funds are those funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors, or which have been raised by the charity for particular purposes.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.14 Critical accounting estimates and judgements

In the application of the charity’s accounting policies, the Trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised, if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

There are no estimates and assumptions which have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities.

1.15 Tangible fixed assets

Tangible fixed assets are held for use in the charity's activities or for disposal as part of the cessation of operations.

Tangible fixed assets, other than freehold land, are stated at cost or valuation, less depreciation and any provision for impairment, or at estimated realisable value where higher than value in use, reflecting the non-going concern basis of preparation.

Tangible fixed assets, other than freehold land, are stated at cost or valuation, less depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost or valuation of fixed assets, less their estimated residual value, over their expected useful lives on the following basis:

Computer equipment - 25% reducing balance.
Fixtures, fittings and office equipment - 25% reducing balance.
Motor vehicles - 25% reducing balance.

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is recognised in the statement of financial activities.

1.16 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated, based on its expected realisable value in order to determine the extent of the impairment loss, if any.

1.17 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

2. Income from Donations and Legacies

Recommended categories by activity	Unrestricted funds £	Restricted income funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Grants receivable (as below)	343,558	-	343,558	482,788
Gift Aid	53,143	-	53,143	-
Other	100	-	100	-
	396,801	**-**	**396,801**	**482,788**

Grants receivable for core activities funds (as above)	Unrestricted funds £	Restricted income funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Richmond/Harrow Upon Thames College	-	-	-	127,500
Merton Adult Training	191,739	-	191,739	124,749
Step2Skills	76,819	-	76,819	124,268
Buckingham County Council	-	-	-	2,909
The Sackler Trust	-	-	-	20,000
National Lottery Community Fund	-	-	-	20,000
Garfield Weston	30,000	-	30,000	30,000
City of London - City Bridge Foundation	40,500	-	40,500	20,000
Heathrow Community	4,500	-	4,500	10,500
Go Fund Me	-	-	-	362
Axis Foundation	-	-	-	2,500
	343,558	**-**	**343,558**	**482,788**

3. Income from Investments

Analysis	Unrestricted funds £	Total funds 01.10.2024 to 30.11.2025 £	Total funds 01.10.2023 to 30.09.2024 £
Interest income	22	22	103
	22	**22**	**103**

4. Other Income

Analysis	Unrestricted funds £	Restricted funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Gains/(losses) on disposal of a tangible fixed asset held for charity own use	1,078	-	1,078	1,500
	1,078	**-**	**1,078**	**1,500**

5. Expenditure on Charitable Activities

Analysis	Total funds 01.10.2024 to 30.11.2025 £	Total funds 01.10.2023 to 30.09.2024 £
Printing and stationery	5,736	6,026
Staff costs	276,714	359,362
Exam fees, courses and licences	13,162	15,514
Hospitality and subsistence	316	538
Consultancy and work placements	5,960	26,453
Motor and travel expenses	3,260	3,199
IT costs	1,814	2,279
Training and other costs	24	156
Support costs (Note 6)	125,287	195,926
	432,273	**609,453**

6. Support Costs

Analysis	Total funds 01.10.2024 to 30.11.2025 £	Total funds 01.10.2023 to 30.09.2024 £
Repairs and maintenance	3,569	5,833
Bookkeeping	-	8,142
Depreciation and impairment - Fixtures, fittings and equipment	979	1,306
Depreciation and impairment - Motor vehicles	934	9,697
Insurance	3,282	3,782
Interest on HP	758	570
Professional fees	9,000	21,758
Rent, rates and service charges	87,353	134,683
Telephone & Internet	4,986	4,614
Bank charges	806	741
Governance Costs		
Accountant's fees	13,620	4,800
	125,287	**195,926**

7. Other Expenditure

Analysis	Unrestricted funds £	Restricted funds £	Total Funds 01.10.2024 to 30.11.2025 £	Total Funds 01.10.2023 to 30.09.2024 £
Depreciation Charge for the Year - Computer equipment	5,642	-	5,642	6,422
Gains/(losses) on disposal of a tangible fixed asset held for charity own use	-	15,652	15,652	-
	5,642	**15,652**	**21,294**	**6,422**

8. Details of certain Items of Expenditure

	01.10.2024 to 30.11.2025 £	01.10.2023 to 30.09.2024 £
Independent examiner's fees	2,400	2,400

9. Gains and Losses on Investments

	Unrestricted funds 01.10.2024 to 30.11.2025 £	Unrestricted funds 01.10.2023 to 30.09.2024 £
Gains/(losses) arising on:		
Valuations of investments	191	1,154

10. Trustees

There were no trustees' remuneration or other benefits for the period ended 30 November 2025 nor for the year ended 31 October 2024.

There were no trustees' expenses for the period ended 30 November 2025 nor for the year ended 31 October 2024.

11. Employees' Emoluments

Staff costs	01.10.2024 to 30.11.2025 £	01.10.2023 to 30.09.2024 £
Salaries and wages	246,342	311,934
Social security costs	5,486	18,228
Pension costs (defined contribution scheme)	24,885	29,200
	276,713	**359,362**

The average monthly number of employees during the year was:

	01.10.2024 to 30.11.2025 Number	01.10.2023 to 30.09.2024 Number
Administrative staff	4	4
Other staff	12	16
Total employees	**16**	**20**

The number of employees whose annual remuneration was more than £60,000 is as follows:

Band	01.10.2024 to 30.11.2025 Number	01.10.2023 to 30.09.2024 Number
£60,000 to £69,999	-	1

Remuneration of key management personnel (including senior management) was as follows:

	£	£
Remuneration including social security costs and pension costs	112,565	156,575

12. Defined contribution Pension Scheme

	01.10.2024 to 30.11.2025 £	01.10.2023 to 30.09.2024 £
Amount of contributions recognised in the SOFA as an expense	24,885	29,200

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

13. Tangible Fixed Assets

	Motor Vehicles £	Fixtures, Fittings & Equipment £	Computer Equipment £	Total £
Cost				
At 1 October 2024	53,367	13,107	108,318	174,791
Additions	-	-	168	168
Disposals	(53,367)	(13,107)	(108,486)	174,959
At 30 November 2025	-	-	-	-
Depreciation & Impairment				
At 1 October 2024	24,277	9,189	89,052	122,519
Charge for the year	934	979	5,642	7,555
Elimination on disposal	(25,211)	(10,169)	(94,694)	(130,074)
At 30 November 2025	-	-	-	-
Carrying amount				
At 30 November 2025	-	-	-	-
At 30 September 2024	29,090	3,917	19,266	52,272

14. Current Asset Investments

	2025 £	2024 £
Listed Investments	-	3,924

The investments are presented at market value as of 30 November 2025.

15. Debtors

Amounts falling due within one year:

	2025 £	2024 £
Prepayments & accrued income	-	3,736
	-	37,183

16. Creditors: Amounts falling due within one year

	2025 £	2024 £
Bank loans and overdrafts (Note 18)	29	790
Trade creditors	685	6,828
Obligations under hire purchase	-	4,523
Accruals and deferred income	6,885	13,618
Taxation and social security	-	1,905
Other creditors	2,200	20,480
	9,799	**48,144**

17. Finance Lease Obligations

Future minimum lease payments due under finance leases:

	2025 £	2024 £
Within one year	-	4,523
Within two and five years	-	16,474
	-	**20,997**

18. Loans and Overdrafts

	2025 £	2024 £
Bank overdrafts payable within one year	29	790

19. Creditors: Amounts falling due after more than one year

	2025 £	2024 £
Obligations under hire purchase	-	16,474
	-	**16,474**

20. Restricted Funds

The restricted funds of the charity comprised the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 October 2024 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 November 2025 £
Restricted funds	15,652	-	(15,652)	-	-

Previous year:

	At 1 October 2023 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 September 2024 £
Restricted funds	18,441	2,500	(5,289)	-	15,652

21. Unrestricted Funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donor and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 October 2024 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 November 2025 £
General funds	39,837	397,901	(437,915)	191	14

Previous year:

	At 1 October 2023	Incoming resources	Resources expended	Gains and losses	At 30 September 2024
General funds	167,379	481,891	(610,587)	1,154	39,837

22. Analysis of Net Assets Between Funds

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £
At November 2025:			
Tangible assets	-	-	-
Current assets/(liabilities)	14	-	14
Long term liabilities	-	-	-
	14	**-**	**14**

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
At September 2024:			
Tangible assets	36,620	15,653	52,273
Current assets/(liabilities)	20,591	-	20,591
Long term liabilities	(16,474)	-	(16,474)
	40,737	**15,653**	**56,390**

23. Related Party Transactions

During the period, salary of £43,978 (2024 - £69,961) has been paid to the Secretary Mr. Sarjeet Singh Gill and £45,631 (2024 – £50,414) has been paid to his spouse, Mrs. Kamaljit Gill.

Included in the other creditors is a sum of £2,200 (2024 – £8,000) owed to the Secretary Mr. Sarjeet Singh Gill.

Following the decision to close the charity, Mr. Sarjeet Singh Gill bought the 2 cars from the charity for a total of £30,311, resulting in total profits on sale of £2,155. This was an arm's length transaction.

ADULT TRAINING NETWORK LIMITED

England & Wales - Charity number 1093609

Accounts

Registered Charity Number 1093609
Company number 04286151 (England and Wales)

ADULT TRAINING NETWORK LTD

FINANCIAL STATEMENTS
FOR THE YEAR ENDED
30 September 2024

LEGAL AND ADMINISTRATIVE INFORMATION

FOR THE YEAR ENDED 30 September 2024

Trustees	Fawzy Adam Beulah Lyn Felstead Keeranpal Kaur Sonia Khokhar Janette Eve James
Secretary	Sarjeet Singh Gill
Charity number	1093609
Company number	04286151
Principal address	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Registered office	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Independent Examiner	A J Bennewith and Co Upper Ground Floor 18 Farnham Road Guildford Surrey GU1 4XA

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TRUSTEES' REPORT (INCLUDING DIRECTOR'S REPORT)

FOR THE YEAR ENDED 30 September 2024

The trustees present their annual report and financial statements for the year ended 30 September 2024.

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 2023 – July 2024, ATN employed 18 members of staff. ATN Southall employed a total of 11 staff members, who served various programmes funded by RUTC/HRUC, Sackler Trust, Step2Skills (Herts County Council), Merton Council, National Lottery Community Fund, Garfield Weston Foundation. It included the Director, Regional Manager, two part time administrators, one lead Quality Assurance Officer, 3 ESOL/Functional Skills/Maths tutors, one part time ICT tutor to deliver Digital Skills, one part time cleaner, one part-time finance coordinator. In Stevenage there were a total of four members of staff employed to serve learning programmes funded by SteptoSkills. Staffing included: two part time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton two part time Digital Skills/English Tutors were employed including an Admin/Outreach Officer.

Staff Development & Training

During the year one member of staff started a Level 5 Diploma in Education and Training as part of their continuing professional development. There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment and IQA processes. During 2023-24 we continued to provide support to 17 tutors and 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
- Standardisation of Marking and Patterns and Trends
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance
- End of course paperwork, updating progress, achievements, satisfaction surveys,(exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end course evaluations
- Diversity and Inclusion
- SMART records of clear and challenging group and individual objectives
- Effective Digital Skills delivery
- Designated Safeguarding Lead Training Level 3
- Level 5 Diploma in Education and Training
- IAG (Level 2)
- OTLA
- Recognising and Recording Progress and Achievement (RARPA)
- Database Training
- Green Skills Training

QUALIFICATION ACCREDITATION

The Adult Training Network is accredited by the C&G (City and Guilds) 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

- ✓ 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

ACTIVITIES AUGUST 23 –JULY 2024

HRUC – Period Sept 23 – August 24

Objectives of the Programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers. This is being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and in Functional Skills English for positive progression into further learning and employment prospects.

Activities

ATN engaged with 157 learners and delivered programmes of ESOL, Digital Skills and Maths which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners were primarily from BAME and refugee communities for ESOL programmes as follows: Asian 52, European (mainly Ukrainian) 75, African 14, Other 16.

Twenty nine percent of the learners were refugees, 8 % were asylum seekers and the rest were either British or those with settled status in the UK

Impact and Outcomes

The Achievement rate was a credible 90% with a retention rate of 91% and a pass rate of 99%, indicating that learners were engaged and benefitted from the programme.
The percentage of learners who progressed onto higher level accredited ESOL at ATN was 68%, whilst 11% moved into employment.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and also informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

The % of 109 learners surveyed who expressed excellent/good views were as follows:

(i) Information, Advice and Guidance prior to the start of the course – 91%
(ii)The quality of teaching during the course - 96%
(iii)The achievement of personal learning goals – 89%
(iv) The quality of the assessment procedure – 96%
(v) The quality of support, advice and guidance you received throughout -93%
(vi) The quality of resources including the course notes and handouts – 94%
(vii) The training venue and facilities – 88%
(viii) Safety and respect experienced during the course - 95%
(ix) Overall course rating, taking into consideration everything – 95%
(x) Improvement of self confidence during the course -94%
(xi) Development of wellbeing during the course – 90%

Case Studies

Case Study 1

Mohammed Hali is originally from Morocco and he attended school until the 4th class. For personal reasons he left Morocco for Italy and he lived in Italy for 33 years. In Italy he worked as a forklift driver. He arrived in the UK in 2023 and worked as a cleaner for about a month but due to language issues he had to give up his job. Hali possesses limited communication skills in English. He was disillusioned as he had to work as a cleaner and was unable to see employment as a forklift driver due to language issues. He realised that in order for him to take up any exams for fork lift driving he has to improve his spoken and written skills in English. In addition to this he also has a child with disabilities and has to deal with the child's health issues. He was referred by the job centre as he was lacking confidence, had low self esteem, possessed limited English and was not feeling positive about himself. Upon arriving at ATN a staff member who spoke Italian assisted him with the

enrolment and also explained to him the purpose of his referral. He was enrolled on the Sackler Trust Course on 08/11/2023. He was keen to improve his English, improve his employability skills, enhance his digital skills and also his mental health and wellbeing. He settled well in the class and was attending the programme regularly. He was very keen in improving himself and he participated in class with enthusiasm. His tutor was very supportive and he had also made progress with his spoken and written English. He made friends in the class and during the tea break they would chat with each other. There was a change in his personality. He completed the course and was enrolled on the ESOL Entry 1 programme. He was very happy about the progression he was making.

When he arrived at ATN for enrolment he looked lost. With the help of the translator he enrolled on the Sackler Trust programme. The support he received from the tutor in the classroom helped him improve his English. He also forged friendships with his classmates and this had a positive impact with his wellbeing. He found the staff at ATN user friendly and helpful.

Hali has enrolled on the ESOL Entry 1 course and he is planning to complete the course. Upon completion he would like to progress onto the ESOL Entry 2.
Hali hopes to obtain a fork lift licence once he improves his spoken and written English and look for employment as a fork lift driver.

Case Study 2

Nazmie had been referred by the Job Centre as she was dealing with her child's health issues and was lacking confidence and was not feeling positive about herself. She enrolled on the Sackler Trust Course on 17/10/2023 but had to withdraw as her child was ill and she had to take the child to Bulgaria for treatment. She re-enrolled for the course again on the 01/02/2024 as her child's health was better. She wanted to improve her English, her mental health and wellbeing and also to enhance her employability prospects. At the start of the programme she was nervous but once she started attending the programme regularly her confidence grew. In addition, she also formed friendships with her fellow classmates. She was also supported by the tutor with improving her spoken and written English. She enjoyed her training and was keen to look for part-time work either as a cleaner or a shelf stacker. Her CV was updated and she attended an interview at Zagros Food Centre and she was successful at her interview, she started working part-time as a cashier. She was really very happy as she felt that she was helping to support her family financially. She commenced her employment in March 2023 whilst on the programme.

When she initially came to ATN she was feeling nervous but the office staff made her feel comfortable and welcome. The tutor Sobia Qureshi was very supportive and she helped her with improving my spoken and written English, digital skills and also with her confidence and mental health and wellbeing. She also enjoyed being in the classroom where she forged friendships and looked forward to learning and attending class from Mondays through Thursdays.

At the present moment she would like to settle into her job and then she would like to enrol on an ESOL course which will enable her to help her children with their school work and also enhance her employment prospects.

This course has helped her to improve her confidence levels as well as her mental health and wellbeing. In addition, with the help of the tutor she was able to look for employment and has started working on a part-time basis.

Future programmes

ATN conducted these programmes between Sept 23 and Feb 24 for funding which was limited to £100K. Unfortunately, no new funding was forthcoming after this period, as the GLA had increased its allocation by 15% for each learner. Hence HRUC made the decision to conduct these programmes in house as there was no need to subcontract. Essentially, HRUC needed a lesser number of learners to draw down the same funding resulting in a loss of approximately £200K of funding.

Step2 Skills

Objectives of the programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects of adult learners who are migrants, refugees and asylum seekers and local residents This is being achieved by conducting programmes in ESOL from Entries 1 to Level 1 and non-accredited community learning courses in Digital Skills, Employment for positive progression into further learning at ATN or and employment prospects.

Activities

ATN engaged with 211 earners and delivered accredited programmes in ESOL and non-accredited community learning programmes in Digital Skills, Maths, Get that Job and Pre-Entry ESOL. Each participant was given an initial assessment to ascertain their level of competence in ESOL. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine ESOL using the BKSB Initial and Diagnostic Assessments. These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners were from a diverse range of ethnicities including Ukranian, Polish, African and Asian communities. The % of learners from BAME communities was 95% and above profile.

Impact and Outcomes

The Achievement rate was a credible 94% with a retention rate of 100% and a pass rate of 94%, indicating that learners were engaged and benefitted from the programme.
The percentage of learners who progressed onto higher level accredited ESOL at ATN or FE was 53% ,whilst 26% continued being employed on a P/T basis or moved into employment

Learner Feedback

The % of 199 learners surveyed who expressed excellent/good views were as follows:

(i) Information, Advice and Guidance prior to the start of the course – 90%

(ii)The quality of teaching during the course - 91%

(iii)The achievement of personal learning goals – 90%

(iv) The training venue and facilities – 84%

(v) Safety and respect experienced during the course - 100%

(vi) Overall course rating, taking into consideration everything – 84%

(vii) Improvement of self confidence during the course -92%

(viii) Development of well being during the course – 89%

(ix) Development of Digital Skills was 81%

(x) Support received during the course was 92%

(xi) Support with socialising, work and communication to mitigate against social exclusion was 97%

Garfield Weston Foundation

ATN was granted a sum of £30,000 for core funding by Garfield Weston

Foundation and was able to fulfil the objectives set out in the grant bid to develop the skills, confidence, health and wellbeing for 678 beneficiaries cumulatively for all programmes and to support positive progression pathways into further learning and employment, similar to the previous academic year.

Activities

ATN conducted programmes in English, Digital, Health and Wellbeing and Employability skills in the grant year. Each beneficiary was provided with a Matrix accredited information advice and guidance session to explore barriers to learning and employment including additional support needs. This was followed by a BKSB initial and diagnostic assessment of English, maths and IT skills. Mental health/ Wellbeing was also assessed using the Warwick Edinburgh Mental Wellbeing Scale (WEMWB). This was followed by high quality teaching and learning sessions with SMART targets followed by mid-point and final assessments. At the end of each course there was a final progression advice session into further learning or work.

There were also opportunities for social inclusion and integration in the form of coffee mornings, end of course parties and celebration of cultural events where food and drink representing different culinary traditions was prepared and presented by the beneficiaries. Additionally, these events were enhanced by music from a multitude of different cultural heritages which added to inclusivity and mutual respect amongst participants. The above activities helped bring beneficiaries from different communities together to celebrate with food, music and drink. It also helped learners engage and network with each other including fostering friendships, social bonds and mutual respect. An added benefit was to promote social inclusion at the events. Together with the educational programmes which had taken place previously, the social events added to an important objective in supporting learners to integrate into the social fabric in the UK.

Outcomes

Most of our learners from Afghanistan, Syria, Ukraine, Sri Lanka, Pakistan and India have developed greater confidence, identity and self-worth to move into further education and employment. For example, 10% moved into employment on the Harrow Richmond Uxbridge College programme and 58% continued

with ATN to develop their skills set further.

We continue to develop strong relationships with stakeholders such as local Job Centre Plus offices in Ealing and Merton, Merton Council, Herts County Council and local employers

ATN had a cumulative achievement rate of 90%, pass rate of 94% and retention rate of 96% which is

very credible and above national benchmark figures for all grant funded programmes and core funded by

Garfield Weston Foundation.

Additionally, given our commitment to existing learners 53 of the beneficiaries achieved an achievement

rate of 93%, pass rate of 100% and retention rate of 93% without any funding from any source.

There was also a tangible improvement in the mental health and wellbeing of learners at

the end of programmes when compared with their condition at the commencement of the courses. Beneficiaries were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families and friends. For many individuals this programme provided the

conduit to embark on a journey of life-long learning, and they have encouraged others

within their communities to improve their skills and enrol on locally provided courses

Challenges and Resolutions

Many of the learners are refugees who have suffered trauma and displacement from war torn zones apart from their lack of language skills. Tutors have worked diligently and selflessly to engage with learners and to provide them with the tools to integrate into and navigate a new education, work and social system in the UK. Consequently, motivation levels have improved dramatically. The tutors often experience linguistic obstacles while teaching refugees due to diverse languages in the classroom. These languages cause interference and confusion. To address this, tutors are resorting to GTM (Grammar Translation Method). At ATN several multi-lingual lexicons are provided to the learners in

the classrooms. The tutors need trauma-informed teaching approaches which need to be explored further at standardisation sessions lead by senior staff. Learners are

encouraged to talk about bereavement and any recent trauma they have experienced in their lives. Practical barriers include poor attendance due to childcare and financial constraints of the learners. Staff at ATN are well-equipped in providing IAG and homework to such learners so that they can catch up with any sessions that they have missed. Institutional challenges include budget constraints for learning materials and resources. To address this issue the senior staff members often discuss and share resources related to ESOL curriculum, mental health and well-being as well as digital skills. ATN intends to continue to support learners in a holistic manner with the strategies mentioned above.

Learner Survey Analysis

Learner surveys were conducted for all funding programmes. Ninety percent or more of the 547 beneficiaries who responded to the learner surveys expressed excellent/good views on Information, Advice and Guidance prior to the start of the course, the quality of teaching, achievement of personal learning goals, the quality of the assessment procedure, the quality of support advice and guidance received throughout, the quality of resources, training venue and facilities, safety and respect experienced, overall course rating

Sample Learner Comments

"My teacher is good and I improved my English and job skills."

"I am satisfied with the course because I have gained the skills to find a job."

"I am happy and satisfied with the course. I learnt a lot to do with employability."

"It helped me find a job and I learnt different things about jobs."

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I am satisfied because I now can talk with more confidence."

"This course helped me learn how to type. I never typed on the computer before and

"I was able to type a cover letter."

"This course helped me to communicate with other people."

"I would like more lessons on computer or digital skills. I need more hours for me to understand more about how to use a computer."

Case Studies

Numan Besmelah

Numan is originally from Afghanistan, where he was born and raised. Whilst he was there, he attended religious school and has had no prior employment history. He left Afghanistan and arrived in the UK in 2021 due to fear of persecution. As Numan did not have any employment history it would be hard for him to apply for and have success when looking for employment. Additionally, due to the language barrier he also faced, it meant that Numan would have to prioritise learning English so that he could begin achieving his dream as a bus driver in the future. Numan was later enrolled at ATN onto an Entry Level Award in ESOL Skills for Life Entry 1 course so he could begin achieving the qualifications he required to begin working. As he progressed within the course, Numan began to improve his written and spoken English, which allowed him to converse fluently with others as well as being able to successfully ask and answer questions. With the progress that Numan quickly made, he was successful in finding himself employment, working part time as a mechanic at OT Service.

Numan is still hoping to achieve his dream of working as a bus driver in the future but he is currently enjoying his new role and has been grateful for the opportunity given to improve his English which helped aid him in finding his new job.

Conclusion

Adult Training Network is very grateful for the support of Garfield Weston Foundation in supporting the work of ATN. With the combined funding that we have received from all the funders the impact for the beneficiaries has been transformational. We intend to move forward in a proactive manner to overcome the challenges facing the beneficiaries who represent one of the most marginalised and disadvantaged groups in the community.

Sackler Trust

Objectives of the Programme

The objectives of the programme are to develop the skills, confidence, employment and educational prospects including the well being of migrants, refugees and asylum seekers. The programme also seeks to support their integration into wider society. This is being achieved by conducting programmes in pre Entry ESOL, Digital Skills, Employability and strategies for improving health and well being.

Activities

ATN engaged with 38 beneficiaries and delivered programmes of 96 hours in pre Entry ESOL, Digital Skills and Employability Support which was embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Digital Skills including career aspirations. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short and long term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally participants were supported with strategies for improving their health and well being.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid course and at the end to determine the extent to which mental well being had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills as well as health and well being using the Warwick Edinburgh Mental Well being Scale (WEMWB). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones.

Profile of learners

The learners were primarily from BAME communities as follows: Indian 12, Afghani 6, Bangladeshi 1, Bulgarian 1, Eriterian 1, Ethiopian 1, Italian 1, Nepali 2, Pakistani 2, Polish 2, Sudanese 2, Syrian 5, Ukranian 1 Somali 1. The gender breakdown was 68% female and 32% male.

Twenty nine percent of the learners were refugees, 8 % were asylum seekers and the rest were either British or those with settled status in the UK

Age group percentages were as follows: 18-24 – 5%, 25-40 - 32%, 41-65 – 63%

Impact and Outcomes

The Achievement rate was a credible 87% with a retention rate of 89%, indicating that learners were engaged and benefitted from the programme.
The percentage of learners who progressed onto higher level accredited ESOL at ATN was 55%, whilst 10% moved into employment. One learner progressed onto a Beautician's course. 13% had health issues and 8% left as unemployed after the programme.

There was also a tangible improvement in the mental health and well being of learners at the end of programmes when compared with their condition at the commencement of the courses. Learners were more confident in taking ownership of their lives and expressed the view that they were able to engage with people a lot better and did not feel so isolated as a result of attending the programme.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants families, and friends. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

The % of learners who expressed excellent/good views were as follows:

(i) Initial Induction and Explanation at the start of the course – 94%

(ii)The standard of training during the course - 96%

(iii)The skills learned during the course helping to improve your job prospects – 90%

(iv) Support from staff at all stages of the programme – 94%

Case Studies

Case Study 1

Mohammed Hali is originally from Morocco and he attended school until the 4th class. For personal reasons he left Morocco for Italy and he lived in Italy for 33 years. In Italy he worked as a forklift driver. He arrived in the UK in 2023 and worked as a cleaner for about a month but due to language issues he had to give up his job. Hali possesses limited communication skills in English. He was disillusioned as he had to work as a cleaner and was unable to see employment as a forklift driver due to language issues. He realised that in order for him to take up any exams for fork lift driving he has to improve his spoken and written skills in English. In addition to this he also has a child with disabilities and has to deal with the child's health issues. He was referred by the job centre as he was lacking confidence, had low self esteem, possessed limited English and was not feeling positive about himself. Upon arriving at ATN a staff member who spoke Italian assisted him with the enrolment and also explained to him the purpose of his referral. He was enrolled on the Sackler Trust Course on 08/11/2023. He was keen to improve his English, improve his employability skills, enhance his digital skills and also his mental health and well being. He settled well in the class and was attending the programme regularly. He was very keen in improving himself and he participated in class with enthusiasm. His tutor was very supportive and he had also made progress with his spoken and written English. He made friends in the class and during the tea break they would chat with each other. There was a change in his personality. He completed the course and was enrolled on the ESOL Entry 1 programme. He was very happy about the progression he was making.

When he arrived at ATN for enrolment he looked lost. With the help of the translator he enrolled on the Sackler Trust programme. The support he received from the tutor in the classroom helped him improve his English. He
also forged friendships with his classmates and this had a positive impact with his well being. He found the staff at ATN user friendly and helpful.
Hali has enrolled on the ESOL Entry 1 course and he is planning to complete the course. Upon completion he would like to progress onto the ESOL Entry 2.
Hali hopes to obtain a fork lift licence once he improves his spoken and written English and look for employment as a fork lift driver.

Case Study 2

Nazmie had been referred by the Job Centre as she was dealing with her child's health issues and was lacking confidence and was not feeling positive about herself. She enrolled on the Sackler Trust Course on 17/10/2023 but had to withdraw as her child was ill and she had to take the child to Bulgaria for treatment. She re-enrolled for the course again on the 01/02/2024 as her child's health was better. She wanted to improve her English, her mental health and well being and also to enhance her employability prospects. At the start of the programme she was nervous but once she started attending the programme regularly her confidence grew. In addition, she also formed friendships with her fellow classmates. She was also supported by the tutor with improving her spoken and written English. She enjoyed her training and was keen to look for part-time work either as a cleaner or a shelf stacker. Her CV was updated and she attended an interview at Zagros Food Centre and she was successful at her interview, She started working part-time as a cashier. She was really very happy as she felt that she was helping to support her family financially. She commenced her employment in March 2023 whilst on the programme.

When she initially came to ATN she was feeling nervous but the office staff made her feel comfortable and welcome. The tutor Sobia Qureshi was very supportive and she helped her with improving her spoken and written English, digital skills and also with her confidence and mental health and well being. She also enjoyed being in the classroom where she forged friendships and looked forward to learning and attending class from Mondays through Thursdays.
At the present moment she would like to settle into her job and then she would like to enrol on an ESOL course which will enable her to help her children with their school work and also enhance her employment prospects.

This course has helped her to improve her confidence levels as well as her mental health and wellbeing. In addition, with the help of the tutor she was able to look for employment and has started working on a part-time basis.

Future programmes

ATN intends to continue similar programmes in the next year from Sept 24 – August 25 focussing on ESOL, Digital Skills and Employability including strategies for maintaining Health and Wellbeing. Referrals will primarily be from JCPs in Ealing, Uxbridge, Hayes and Harrow. It is envisaged that there will also be self-referrals and recommendations from previous learners.

National Lottery

Objectives of the Programme

Through this one-year project, ATN are improving the skills and employment prospects for 48 unemployed adults, who have recently arrived in the UK as refugees, asylum seekers or

migrants and speak English as a second language.

We are achieving this by providing 45 Guided Learning Hours (GLH) per individual delivered to cohorts of 12 learners over 15 hours per week for 3 weeks. Course content includes:

- ESOL skills (15 GLH).
- IT skills (15 GLH).
- Job searching, applications and interview skills (10 GLH).
- Health and Well-being (5 GLH).

Activities

To date ATN has engaged with 14 learners and delivered programmes of ESOL, Digital Skills and Maths which were embedded in the program content. Each participant was given an initial assessment to ascertain their level of competence in ESOL and Functional Skills Maths. This was followed by courses which included matrix accredited Information Advice and Guidance and course support by qualified tutors who provided targeted additional support when necessary for learners who found the programmes to be challenging.

Individual Learning Plans were developed which specify short- and long-term goals and milestones were reviewed, updated and recorded on a fortnightly basis between tutor and learner.

Additionally, participants were supported with strategies for improving their health and wellbeing.

Health and Wellbeing surveys were conducted at the beginning of programmes, mid-course and at the end to determine the extent to which mental wellbeing had improved.

Participants were also encouraged to use the free facilities and to keep in touch with ATN staff (laptops, desktops and printers) for CVs and job search support. Celebration events were held presenting participants with certificates and linking them to former learners who act as positive role models, sharing their experience and inspiring others.

At the end of each course, each learner was given an exit review which provided guidance and support for progression into further learning and/or jobs.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones. OTLAS and Learning Walks were conducted on a termly basis and the quality of teaching and learning was judged to be of a good standard

Profile of learners

The learners who achieved were primarily from BAME and refugee communities for the programme as follows: Asian, Ukrainian, Syrian and African.

Impact and Outcomes

The Achievement rate was a credible 90% with a retention rate of 93% and a pass rate of 100% and an achievement rate of 93% indicating that learners were engaged and benefitted from the programme. Of the 6 learners who had a disability 5 achieved their learning goals.
The percentage of learners who progressed onto higher level accredited ESOL at ATN was 14% with 50% actively seeking employment. Of these it is estimated that 10% moved into employment

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. In particular, the improved skills in Speaking and Listening and Reading and Writing supported learners to gain confidence and communicate more readily with officialdom and also informally. For many individuals this programme provided the conduit to embark on a journey of life-long learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided courses

Learner Survey

All learners surveyed expressed excellent/good views on the following:

The course improved general wellbeing, initial induction was of a high calibre, the quality of information advice and guidance

the quality of teaching during the course

the quality of support, advice and guidance you received throughout, the quality of resources including the variety of course notes and handouts, the training venue and facilities including teas and coffees at break times, improvement of self-confidence during the course, improved digital skills, job searching skills, new updated CV of a high quality, the learners surveyed were actively seeking work and development of wellbeing during the course

Beneficiary comments

Please find below sample comments made by some of the beneficiaries on the value of the programme.

"I can read well, improved my vocabulary and pronunciation."

"I have improved my listening."

"I have started speaking in English."

Future programmes

Two programmes are scheduled in Sept 24 and March of 25 where we expect 20 learners cumulatively to participate in the programme and ATN is hopeful of similar outcomes to be achieved.

Merton Council

Intent

- ATN's priority is to prepare learners for their life goals such as obtain employment or to support their children with their education, rather than only gaining qualifications.
- The Leadership and Management of ATN know the communities they work with well and have a strong vision of aligning the curriculum intent to the needs of those communities.
- ATN has developed good relationships with the local JCPs who place learners with us, and they continue to inform us that we listen to their intent.

- The basic skills qualifications (Functional skills in English, Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning 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 data and reports.

Activities

ATN is delivering in deprived wards in Mitcham in the east of the borough where Merton Council has focussed its priorities on. The basic skills qualifications (Functional skills in English, Digital Skills and Multiply (Numeracy) offered at ATN are a priority for up-skilling, which has been documented by the Mayor of London, Merton Adult Learning and echoed by local employers.
ATN conducted 153 learning opportunities in FF FS English (E1 –E3) and Digital Skills programmes in 23/24 and 53 learning opportunities in CL consisting of programmes in Pre-Entry and Entry 1 English. Courses were conducted at Mitcham Library and SMCA which are easily accessible by public transport. Programmes were held at times to suit parents with childcare responsibilities.
The learner journey was conducted initially by IAG and IA sessions followed by course delivery following a SOW which was adapted as the course progressed. Learner progress was monitored and evaluated through a RARPA process which was documented on an ILP. Learner work was assessed throughout the course. OTLAs were conducted at least once a term to evaluate strengths and offer guidance on areas for development. Mid-point and end point assessments were conducted and resits offered where necessary.
Learner voice was recorded and Progression and Destination data documented for each programme.

Monitoring and Evaluation

Learners undergo a comprehensive Initial assessment to determine English, maths and ICT Skills using the BKSB Initial and Diagnostic Assessments, assessments of employment skills). These provide the basis for our monitoring and evaluation processes, providing the baseline from which we (and the learner) can assess progress alongside the ILPs which detail goals and milestones
OTLAs are sufficiently robust to identify strengths and areas for improvement and create a roadmap to improve the practice of tutors where appropriate and to maintain strengths.

Profile of learners

Learners are from deprived wards in Merton especially from Mitcham Wards. The ethnic composition of the learning cohort is Sri Lankan, Asian, Bangladeshi, Ukrainian, Syrian and Afghani.

Impact and Outcomes

- **The achievement rate for Community Learning (Digital Skills and Pre-Entry/Entry 1 English) was excellent at 97%**
- **The Formula Funded rate was 80% and needs to be raised to the benchmark of 85% for FS English.**
- **The retention rate for Community Learning was also excellent at 97%**
  - Retention for FF was 95%
  - Standards of learner behaviour are excellent. Tutor feedback and OTLAs conducted in the year confirm that there is a calm learning environment which is conducive for teaching and learning.
  - Good improvement of learner wellbeing and confidence compared to 22/23
  - 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 into further learning and careers.
  - Leaders and managers provide a clear strategic direction for ATN with regular strategic updates at SMT and Trustee Meetings which are held quarterly. 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.

Learner Surveys

Learners have confirmed the following in Termly Surveys

- Learners developing better communication/language skills
- Excellent quality of teaching and learning.
- Learners gaining confidence to achieve their goals such as independence and empowerment.
- Employability skills, confidence to support their children with their school work and help themselves in daily life situations.
- Both sites are safe places and learners are respected.
- Excellent IAG process pre and post course.

Case Studies

Ali Gokcemen

Ali struggled with focus and information retention throughout his childhood due to undiagnosed dyslexia, which impacted his confidence and academic achievements. Despite these challenges, he successfully ran his own business until the COVID-19 pandemic forced its closure, leaving him unemployed.

In search of new opportunities, Ali joined the Adult Training Network to improve his language skills and employability. Here, he discovered his dyslexia, which explained his lifelong struggles. With tailored support from his tutor, Ali completed Functional Skills courses at Entry Level 3 and passed his exams, significantly boosting his confidence.

Encouraged by his success, Ali advanced to digital skills training, becoming proficient in essential computer tasks such as online job searches and email communication. His tutor's guidance in career planning further motivated him, helping Ali set and pursue long-term goals. The training also included learning to navigate various software and understanding basic cybersecurity, enhancing his overall digital literacy.

Ali's transformation was evident not only in his skills but also in his outlook. He began participating more actively in group discussions, sharing his ideas confidently, and supporting his peers, which further bolstered his self-esteem. His tutor noticed his growing leadership potential and encouraged him to consider future roles that could leverage his newfound skills and confidence.

Today, Ali confidently navigates the job market, equipped with improved literacy and digital skills. The support he received from the Adult Training Network has transformed his outlook on life, instilling a renewed sense of purpose and optimism for the future. He is now exploring opportunities in fields that value digital proficiency and is excited about the possibility of combining his entrepreneurial spirit with his enhanced skill set.

Ionela Antoche

Ionela moved from Romania to the UK 15 years ago, seeking a better life. However, her limited English skills created significant barriers, affecting her confidence and motivation. Her struggles were further exacerbated by issues at work, culminating in the sudden death of her manager, which deeply impacted her morale and sense of direction.

Determined to turn her life around, Ionela joined the Adult Training Network. She started with English courses at Entry Level 2, where she received personalized support from her tutors. Their encouragement and tailored teaching methods helped her overcome her language barriers. Successfully completing her Entry Level 2 exams, Ionela's confidence began to grow. She then progressed to Entry Level 3, where she continued to excel, passing all her exams with dedication and hard work.

Encouraged by her progress, Ionela expanded her learning to include courses in personal finances and wellbeing as well as digital skills. These courses equipped her with practical knowledge and skills to manage her life better, further boosting her self-esteem. Passing these exams reinforced her belief in her capabilities and opened up new opportunities for personal and professional growth.

The comprehensive support from her tutors played a crucial role in her journey, offering not only academic guidance but also emotional support. They helped Ionela set realistic goals and develop a clear plan for her future. This holistic approach empowered her to rebuild her confidence and regain her motivation.
Now, Ionela feels ready to return to the care sector, a field she is passionate about. With improved English skills, better financial understanding, and a positive outlook on life, she is well-prepared to re-enter the workforce. Ionela's experience with the Adult Training Network has been transformative, enabling her to overcome past challenges and look forward to a fulfilling career in care.

External Verification and EQA Report (City and Guilds)

The Adult Training Network continued to receive good reports from External Verifiers, College, Franchise Managers and Contract Managers from the various funding bodies. There was one External Verifier sampling activity in the academic year by City and Guilds External Quality Assurance Assessors in Functional Skills English and Maths. ATN retained Direct Claim Status in both these subject areas.

EQA report on Functional Skills in English & Mathematics

The EQA Assessor confirmed that the centre was organised and sent all records via

secure track and trace Royal Mail prior to the visit.

Delivery in an orderly manner which covered all the Criterion/Standards for the

FS Qualifications. The team are hard working and work well together to meet the

needs of their learners;

this has been evident. The centre however needs to tighten their Assessment and

IQA practices. The centre is a hard working centre and has a

good professional working relationship across the satellite sites and staff members

Matrix Accreditation

ATN is matrix accredited and gained accreditation in July 2007. The accreditation

has been renewed every three years since then. In November 2023 ATN's

accreditation was renewed after an assessment by the Matrix Assessor.

Significant progress has been made in areas suggested for development at last

year's Accreditation Review, including adding learner comments to the Learner

Voice section of the website, along with quantified data results; introduction of

team meeting between the 2 Centres, and of a staff appraisal system.

The learner induction has been updated, and a Step 7 in the flow chart. Areas to

be reviewed for progress next year include any increase in employer engagement and results from that, a partn survey; and impact to date from the Sackler Trust project. ATN continues to work hard to support its learne including with IAG

around employability aspects that are not funded, and in cost of living workshops to advise on ways to economis Sufficient evidence to enable a decision of

'Maintaining Accreditation'.

Future developments and 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 Step2Skills and Merton Council will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve. The Director is seeking additional contracts from Trusts/Foundations including Garfield Weston, Sackler and National Lottery with the support of our bidding consultants to supplement any shortfall in funding. Additionally we are applying for funding from local authorities in London and the South East via funding portals such as Proactis.

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 42866151. The Head Office is at Unit 3, Trainagle 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 https://www.adult-training.org.uk. The Chair of the Board of Trustees is Mr. Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

The Trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of signature of the financial statements were:

- Fawzy Adam
- Beulah Lyn Felstead
- Keeranpal Kaur
- Sonia Khokhar
- Janette Eve James

Recruitment and training of trustees

Trustees with specialist expertise in education, training, finance and fundraising are recruited through advertising on charity forums, recommendations from Trustees and general members of the charity. There is a shortlisting and appointment process which is overseen by the Trustees.

Appointments are made in accordance with the Articles of Association of the charity. On appointments, Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities including financial management.

The Trustees' report was approved by the Board of Trustees.

Mr. Sarjeet Singh Gill
Managing Director and Secretary

Date: 19/06/2025

INDEPENDENT EXAMINER'S REPORT

FOR THE YEAR ENDED 30 September 2024

Independent examiner's report to the trustees of Adult Training Network Ltd

I report to the charity trustees on my examination of the accounts of the Company for the year ended 30 September 2024.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the *Companies Act* 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under the *Charities Act* 2011, s. 145 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under s. 145(5) (b) of the 2011 Act.

Independent examiner's statement

Since the Company's gross income exceeded £250,000 your examiner must be a member of a body listed in s. 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Institute of Chartered Accountants of England and Wales (ICAEW), which is one of the listed bodies.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

(1) accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or

(2) the accounts do not accord with those records; or

(3) the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view which is not a matter considered as part of an independent examination; or

(4) the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed A. J Bennewith

Name: A J BENNEWITH

Relevant professional qualification or body: FCA, FCPA, FFA, FFTA, DChA

Address:

Date: 23 June 2023

A J Bennewith & Co
CHARTERED ACCOUNTANTS
Upper Ground Floor
18 Farnham Road
Guildford, Surrey GU1 4XA
01483 539777

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 30 September 2024

Recommended categories by activity	Notes	Unrestricted funds £	Restricted income funds £	Total Funds 2024 £	Total Funds 2023 £
Income and endowments from:					
Donations and legacies	2	480,288	2,500	482,788	428,707
Investments	3	103	-	103	1,573
Others	4	1,500	-	1,500	-
Total		481,891	2,500	484,391	430,280
Expenditure on:					
Charitable activities	5	608,775	678	609,453	666,275
Other	7	1,812	4,610	6,422	6,146
Total		610,587	5,288	615,875	672,421
Net income/(expenditure) before investment gains/(losses)		(128,696)	(2,788)	(131,484)	(242,141)
Net gains/(losses) on investments	9	1,154	-	1,154	1,234
Net income/(expenditure)		(127,542)	(2,788)	(130,330)	(240,907)
Net movement in funds		(127,542)	(2,788)	(130,530)	(240,907)
Reconciliation of funds:					
Total funds brought forward		167,379	18,441	185,820	426,727
Total funds carried forward		39,837	15,653	55,490	185,820

BALANCE SHEET

FOR THE YEAR ENDED 30 September 2024

	Notes	2024 £	£	2023 £	£
Fixed Assets					
Tangible assets	13		52,272		66,639
Current assets					
Debtors	15	37,183		56,680	
Investments	14	3,924		68,294	
Cash at bank and in hand		26,729		53,480	
		67,836		178,454	
Creditors: amounts falling due within one year	16	(48,144)		(38,386)	
Net current assets			19,692		140,068
Total assets less current liabilities			71,964		206,707
Creditors: amounts falling due after more than one year	19		(16,474)		(20,887)
Net assets			**55,490**		**185,820**
Income funds					
Restricted funds	20		15,653		18,441
Unrestricted funds	21		39,837		167,379
			55,490		**185,820**

For the year ended 30 September 2024 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

The trustee acknowledges their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts.

These accounts have been prepared and delivered in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements were approved by the trustees on 19 June 2025 and signed on their behalf by:

Fawzy Adam
Trustee

Keeranpal Kaur
Trustee

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 September 2024

1. Accounting Policies

Charity information

Adult Training Network Ltd is a private company limited by guarantee incorporated in England and Wales. The registered office address is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex UB1 3EJ.

The principal accounting policies adopted by the Charity, which is a public benefit entity, in the preparation of the accounts are as follows.

1.1 Basis of preparation

These accounts have been prepared in accordance with "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Charities Act 2011. The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

These accounts are presented in pounds sterling and rounded to the nearest pound.

These accounts have been prepared under the historical cost convention, as modified by the inclusion of charitable properties and fixed asset investments and investment properties at valuation.

1.2 Going concern

The Trustees have prepared financial projections, taking into consideration the current economic conditions and have, at the time of approving these accounts, a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus, they continue to adopt the going concern basis of accounting in preparing the accounts.

1.3 Income from donations or grants

Income from donations and grants is recognised when the charity is entitled to the funds after any performance conditions have been met, the receipt is probable, and the amount can be measured reliably.

Donations are recognised on receipt. For grants, whether 'capital' or 'revenue', this is usually when a formal offer is made in writing. If a donation or grant contains terms and conditions outside of the charity's control which must be met before the charity is entitled to the funds, or if the donor specifies that the funds must be used in future time periods, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

1.4 Legacies

Legacies are included in the SOFA when the amount is known, receipt is probable, that is, when there has been grant of probate, the executors have established that there are sufficient assets in the estate and any conditions attached to the legacy are either within the control of the charity or have been met. If the amount is not known, the legacy is treated as a contingent asset.

1.5 Tax reclaims on donations and gifts

Gift Aid receivable is included in income when there is a valid declaration from the donor. Any Gift Aid amount recovered on a donation is considered to be part of that gift and is treated as an addition to the same fund as the initial donation unless the donor or the terms of the appeal have specified otherwise.

1.6 Expenditure

Expenditure is recognised when a present legal or constructive obligation exists at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefits will be required to settle the obligation, and the amount can be estimated reliably. It is inclusive of VAT which cannot be recovered.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including the support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of charitable activities. Support costs ate those costs incurred directly in support of expenditure on the objects of the charity and include project management.

1.7 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.8 Pensions

The Charity makes contributions to defined contribution pension schemes through auto enrolment. These contributions are charged to the income and expenditure account in the year in which they become payable.

1.9 Taxation

The organisation is a registered charity and has no liability to income tax or corporation tax on its charitable activities during the year.

Value added tax is accounted for on an accruals basis.

1.10 Creditors

The charity has creditors which are measured at settlement amounts less any trade discounts.

1.11 Leases

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of the ownership to the lessees. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets at the lower of the assets fair value at the date of inception and the present value of the minimum lease payments. The related liability is included in the balance sheet as a finance lease obligation. Lease payments are treated as consisting of capital and interest elements. The interest is charged to net income/expenditure for the year so as to produce a constant periodic rate of interest on the remaining balance of the liability.

1.12 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instrument' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the accounts, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at the transactions price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using an effective interest rate method.

Trade creditors are obligations to pay for goods and services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.13 Fund accounting

Unrestricted funds are those funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors, or which have been raised by the charity for particular purposes.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.14 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the Trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised, if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods.

There are no estimates and assumptions which have a significant risk of causing a material adjustment to the carrying amount of assets and liabilities.

1.15 Tangible fixed assets

Tangible fixed assets, such as land and buildings, plant, vehicles and equipment, are held to provide an on-going economic benefit to a charity through their contribution, directly or indirectly, to the provision of goods or services by the charity.

Tangible fixed assets, other than freehold land, are stated at cost or valuation less depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost or valuation of fixed assets, less their estimated residual value, over their expected useful lives on the following basis:

Computer equipment - 25% reducing balance.
Fixtures, fittings and office equipment - 25% reducing balance.
Motor vehicles - 25% reducing balance.

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset and is recognised in the statement of financial activities.

1.16 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss, if any.

1.17 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

2. Income from Donations and Legacies

Recommended categories by activity	Unrestricted funds £	Restricted income funds £	Total Funds 2024 £	Total Funds 2023 £
Grants receivable	480,288	2,500	482,788	428,707
	480,288	**2,500**	**482,788**	**428,707**

Grants receivable for core activities funds	Unrestricted funds £	Restricted income funds £	Total Funds 2024 £	Total Funds 2023 £
MI Comptsolutions	-	-	-	19,010
Richmond/Harrow Upon Thames College	127,500	-	127,500	225,347
Slough Borough Council	-	-	-	7,440
Merton Adult Training	124,749	-	124,749	44,927
North Hertfordshire College	-	-	-	425
Step2Skills	124,268	-	124,268	38,561
Buckingham County Council	2,909	-	2,909	10,122
Hertfordshire Council	-	-	-	62,871
The Sackler Trust	20,000	-	20,000	20,000
National Lottery Community Fund	20,000	-	20,000	-
Garfield Weston	30,000	-	30,000	-

City of London - City Bridge Foundation	20,000	-	20,000	-
Heathrow Community	10,500	-	10,500	-
Go Fund Me	362	-	362	-
Axis Foundation	-	2,500	2,500	-
Other	-	-	-	5
	480,288	**2,500**	**482,788**	**428,707**

3. Income from Investments

Analysis	Unrestricted funds £	Total funds 2024 £	Total funds 2023 £
Interest income	103	103	1,573
	103	**103**	**1,573**

4. Other Income

Analysis	Unrestricted funds £	Total funds 2024 £	Total funds 2023 £
Gains/(losses) on disposal of a tangible fixed asset held for charity own use	1,500	1,500	-
	1,500	**1,500**	**-**

5. Expenditure on Charitable Activities

Analysis	Total funds 2024 £	Total funds 2023 £
Printing and stationery	6,026	8,700
Staff costs	359,362	424,157
Exam fees, courses and licences	15,514	16,744
Hospitality and subsistence	538	1,209
Consultancy and work placements	26,453	9,679
Motor and travel expenses	3,199	4,604
IT costs	2,279	1,151
Training and other costs	156	60
Support costs	195,926	199,968
	609,453	**666,272**

6. Support Costs

Analysis	Total funds 2024 £	Total funds 2023 £
Repairs and maintenance	5,833	-
Bookkeeping	8,142	7,074
Depreciation and impairment - Computer equipment	-	2,109
Depreciation and impairment - Fixtures, fittings and equipment	1,306	931
Depreciation and impairment - Motor vehicles	9,697	12,929
Legal fees	-	1,012
Insurance	3,782	3,915
Interest on HP	570	570
Professional fees	21,758	12,160
Rent, rates and service charges	134,683	146,659
Telephone & Internet	4,614	4,085
Bank charges	741	724
Governance Costs		
Accountant's fees	4,800	3,600
Auditor's fees	-	4,200
	195,926	**199,968**

7. Other Expenditure

Analysis	Unrestricted funds £	Restricted income funds £	Total Funds 2024 £	Total Funds 2023 £
Depreciation Charge for the Year - Computer equipment	1,812	4,610	6,422	6,146
	1,812	**4,610**	**6,422**	**6,146**

8. Details of certain Items of Expenditure

	2024 £	2023 £
Independent examiner's fees	2,400	-
Audit fees	-	4,200

9. Gains and Losses on Investments

	Unrestricted funds 2024	Unrestricted funds 2023
Gains/(losses) arising on:	£	£
Valuations of investments	1,154	1,234

10. Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

11. Employee's Emoluments

Staff costs	2024	2023
	£	£
Salaries and wages	311,934	371,633
Social security costs	18,228	23,606
Pension costs (defined contribution scheme)	29,200	28,918
	359,362	**424,157**

The average monthly number of employees during the year was:

	2024 Number	2023 Number
Administrative staff	4	4
Other staff	16	20
Total employees	**20**	**24**

The number of employees whose annual remuneration was more than £60,000 is as follows:

Band	2024 Number	2023 Number
£60,000 to £69,999	1	-
£70,000 to £79,999	-	1

Remuneration of key management personnel (including senior management) was as follows:

	2024	2023
	£	£
Remuneration	120,375	131,319

12. Defined contribution Pension Scheme

	2024	2023
	£	£
Amount of contributions recognised in the SOFA as an expense	29,200	28,918

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

13. Tangible Fixed Assets

	Motor Vehicles	Fixtures, Fittings & Equipment	Computer Equipment	Total
	£	£	£	£
Cost				
At 1 October 2023	78,542	10,678	107,688	196,908
Additions	-	2,429	630	3,059
Disposals	25,175	-	-	25,175
At 30 September 2024	53,367	13,107	108,318	174,791
Depreciation & Impairment				
At 1 October 2023	39,755	7,884	82,631	130,269
Charge for the year	9,697	1,306	6,422	17,424
Elimination on disposal	25,175	-	-	25,175
At 30 September 2024	24,277	9,189	89,052	122,519
Carrying amount				
At 30 September 2024	29,090	3,917	19,266	52,272
At 30 September 2023	38,787	2,794	25,057	66,638

14. Current Asset Investments

	2024	2023
	£	£
Listed Investments	3,924	68,294

The investments are presented at market value as of 30 September 2024.

15. Debtors

Amounts falling due within one year:

	2024	2023
	£	£
Prepayments & accrued income	3,736	11,590
Trade debtors	26,865	5,349
Other debtors	-	33,159
Rent deposits	6,582	6,582
	37,183	**56,680**

16. Creditors: Amounts falling due within one year

	2024	2023
	£	£
Bank loans and overdrafts	790	1,174
Trade creditors	6,828	14,083
Obligations under hire purchase	4,523	4,415
Accruals and deferred income	13,618	9,324
Taxation and social security	1,905	5,970
Other creditors	20,480	3,420
	48,144	**38,386**

17. Finance Lease Obligations

Future minimum lease payments due under finance leases:

	2024	2023
	£	£
Within one year	4,523	4,415
Within two and five years	16,474	20,887
	20,997	**25,302**

18. Loans and Overdrafts

	2024	2023
	£	£
Bank overdrafts payable within one year	790	1,174

19. Creditors: Amounts falling due after more than one year

	2024	2023
	£	£
Obligations under hire purchase	16,474	20,887
	16,474	**20,887**

20. Restricted Funds

The restricted funds of the charity comprised the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 October 2023 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 September 2024 £
Restricted funds	18,441	2,500	(5,289)	-	15,653

Previous year:

	At 1 October 2022 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 September 2023 £
Restricted funds	24,587	-	(6,146)	-	18,441

21. Unrestricted Funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donor and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 October 2023 £	Incoming resources £	Resources expended £	Gains and losses £	At 30 September 2024 £
General funds	167,379	481,891	(610,587)	1,154	39,837

Previous year:

	At 1 October 2022	Incoming resources	Resources expended	Gains and losses	At 30 September 2023
General funds	402,140	430,280	(666,275)	1,234	167,379

22. Analysis of Net Assets Between Funds

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
At September 2024:			
Tangible assets	36,620	15,653	52,273
Current assets/(liabilities)	20,591	-	20,591
Long term liabilities	(16,474)	-	(16,474)
	40,737	**15,653**	**56,390**

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
At September 2023:			
Tangible assets	48,198	18,441	66,639
Current assets/(liabilities)	140,068	-	140,068
Long term liabilities	(20,887)	-	(20,887)
	167,379	**18,441**	**185,820**

23. Related Party Transactions

During the year, salary of £69,961 (2023 - £79,956) has been paid to the Secretary Mr. Sarjeet Singh Gill and £50,414 (2023 – 51,364) has been paid to his spouse, Mrs. Kamaljit Gill.

Included in the other creditors is a sum of £8,000 owed to the Secretary Mr. Sarjeet Singh Gill.

ADULT TRAINING NETWORK LIMITED

England & Wales - Charity number 1093609

Accounts

Charity registration number 1093609

Company registration number 04286151 (England and Wales)

ADULT TRAINING NETWORK LIMITED

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 SEPTEMBER 2023

ADULT TRAINING NETWORK LIMITED

LEGAL AND ADMINISTRATIVE INFORMATION

Trustees	Fawzy Adam	
	Beulah Lyn Felstead	
	Keeranpal Kaur	
	Sonia Khokhar	
	J E James	(Appointed 20 April 2023)
Secretary	Mr S Singh Gill	
Charity number	1093609	
Company number	04286151	
Principal address	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ	
Registered office	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ	
Auditor	RehncyShaheen Chartered Accountants 1276/1278 Greenford Road Greenford Middlesex UB6 0HH	

ADULT TRAINING NETWORK LIMITED

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ADULT TRAINING NETWORK LIMITED

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 30 SEPTEMBER 2023

The trustees present their annual report and financial statements for the year ended 30 September 2023.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's Memorandum and Articles of Association incorporated on 12th September 2001 and as amended on 15th April 2002 , the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

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.

The trustees have paid due regard to guidance issued by the Charity Commission in deciding what activities the charity should undertake.

STAFFING

In the period August 2022 – July 2023, ATN employed 24 members of staff.

ATN Southall employed a total of 16 staff members, who served various programmes funded by RUTC/HRUC, CAF and MI Solutions. It included the Director, Regional Manager, Strategic Adviser, two part time administrators, one lead Quality Assurer, 6 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 and Hitchin there were a total of four members of staff employed to serve learning programmes funded by SteptoSkills . Staffing included: two-part time tutors to deliver ESOL/Community Education programmes, one administrator and admin/outreach officer. In Merton two part time Digital Skills/English Tutors were employed including an Admin/Outreach Officer and in Slough one part time ESOL/FS English tutor was employed.

Staff development and 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
- Standardisation of Marking
- Cyber Essentials
- Organisational Resilience Training
- Safer Recruitment
- Online e safety
- Matrix Preparation
- Introduction to IQA
- SMART - records of clear challenging group and individual objectives
- ILPs' based on initial assessment, learners starting points and goals ,interests & progression routes
- Learners' portfolios and reflections & review dates
- Quality assurance
- End of course paperwork, updating progress, achievements, satisfaction surveys,(exit questionnaires) intended and actual destination routes recorded,
- Diagnostic assessment, class profile, ILP, mid-course review, mock exams and end course evaluations
- Diversity and Inclusion
- SMART records of clear and challenging group and individual objectives
- Effective Digital Skills delivery
- Pedagogy and Using Digital Skills
- Digital Champion training
- Designated Safeguarding Lead Training Level 3
- Level 5 Diploma in Education and Training
- IAG (Level 2)
- OTLA

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

Strategies for achieving aims and objectives

ACTIVITIES AUGUST 22 –JULY 2023

HARROW RICHMOND UXBRIDGE COLLEGES (HRUC)/RICHMOND UPON THAMES COLLEGE (RUTC)

Course name	Total number of learners Enrolled
Functional Skills Maths	120
FS English	30
FS ESOL	80
ESOL (S&L)	52
TOTAL	282

SUMMARY OF KEY STRENGTHS & AREAS FOR IMPROVEMENT	
Key Strengths	**Key Areas for Improvement**
Increase in achievement rate to 89% when compared to the previous academic year (21/22) by 3%. This is also consistent with the three year trends	A broader range of extension activities to be organised both internally at ATN and externally in the form of trips to places of interest to extend skills and knowledge.
Learner feedback is extremely positive regarding all aspects of ATN.	Further improve quality of exit IAG provided at the end of the course.
Excellent CPD opportunities for delivery staff.	Learner reflection of their learning requires improvement
Commendable progression into employment at 26% when tracked in Nov 23	Although ATN has a robust QA system in place which has been maintained, there are some further developments that are needed to ensure the consistency in the quality of Assessments and IQA practices

Criteria used for assessing success

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Examples: Key strengths	
Judgement	**Evidence**
Good teaching, learning and assessment processes supported by high quality performance monitoring	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. All OTLAs identify good achievement of learner engagement and learning outcomes. Lesson observations carried out by ATN's quality team and OTLA reports reflect the good quality of teaching and learning that is undertaken at ATN. Some of the major themes that emerged during OTLAs are effective implementation of differentiation strategies, use of good quality resources, constant constructive verbal and written feedback, use of a variety of questioning techniques used effectively, etc. According to the End course survey 98% of learners have rated that the quality of resources as outstanding or good. Most lessons observed and audits reveal that tutors are actively and effectively involved in the process of teaching learning and assessment by: · Helping learners to develop independent learning skills, that they can use outside the classroom, · Providing constant formative feedback in the form of error correction, mock tests, end of unit projects, presentations, discussions, 1:1 support etc. Effective use of differentiation strategies included: graded questions, ALS support, additional materials for stronger learners, peer assessments, group work, etc. "Learners demonstrated good awareness of their lesson targets and made good progress in meeting them. Learners performed tasks with ease and confidence, which shows that they are on track to achieve the targets by the end date. They were engaged throughout the session. The tutor has a strong rapport with the learners and this has helped her to create an excellent classroom atmosphere. The tutor is a strong motivator to the learners. The tutor kept motivating the learners throughout the session irrespective of their ability. Learners were supported effectively. The tutor used questions to elicit accurate spelling and encouraged learners to use strategies to think about the spelling rules." (OTLA 13/3/23).

Judgement	Evidence
	ATN has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations.
Learner feedback is extremely positive regarding all aspects of the teaching learning and assessment process including the learning environment.	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 OTLAs and learning walks highlight highly effective verbal feedback provided. Some of the learner views on teaching and learning included the following comments: "This course and the teacher are very good. I understand everything and the atmosphere is really good. I enjoyed this course; I hope the next class will be very good and useful to me." "I come from Bangladesh and I was not good at speaking English. Now I am better at English and it is easier for me to communicate with my teacher. My classmates are very good. I am happy to learn." " I really enjoy the class; the teacher is always very attentive and I would like to continue coming to class to improve my English" "I would like to learn ESOL at Level 1 because my English language needs to improve as well as my confidence. I like this English course; my classmates are friendly and my teacher is kind and very helpful, the way they teach is fantastic." 98% of learners confirmed that the quality of teaching and learning and the assessment process was either outstanding or good. 90% of learners confirmed that the learning environment was either outstanding or good
Highly qualified delivery staff deliver high quality lessons using a variety of resources and techniques.	Quality of education at ATN continues to be very effective. Teachers mostly plan their lessons well, having developed a good understanding of the skills and knowledge their learners need to acquire. SMART lesson objectives are made clear at the commencement of sessions and in one learning walk of the 14/11/22, the observer commented that all learners participated actively in various classroom activities, which were very interesting and appealing to each learner. The tutor used images and actions to elicit vocabulary items in relation to healthy eating. The tutor also focussed on spelling and punctuation by eliciting the spelling of difficult words and appropriate punctuation marks at various stages of the lesson. Most learners provided correct answers and contributed very well to maximise their learning. There was a lot of fun and serious learning blended to the session. The tutor helped the weaker learners through one to one support and graded questions. Most learners appeared to have achieved the lesson objectives. The lesson also enabled learners to refresh what they had learnt in the past.

Activities

Examples: Key areas for development	
Judgement	**Evidence**
To ensure more ALS support to less-abled learners	Tutors and managers are of the opinion that there would be increased rate of achievement outcomes if more ALS support was provided for learners with less abilities.
Learner reflection of their learning requires improvement.	Continue to encourage learners to reflect on teaching learning and assessment and provide feedback on this. Most portfolio audits identify that learner comments on reviews just praise tutors and ATN in general rather than commenting on their learning experience.

OUTCOMES FOR LEARNERS

Examples: Key strengths

Judgement

Good outcome rates

Evidence

	2020/21
Starts	**160**
Retention rate	**98%**
Pass rate	**92%**
Achievement rate	**90%**

In 2022/23 the learner recruitment number of 282 was lower when compared to the previous year 21/22 partly due to the delay in the second tranche of contract allocation. In 20/21 there were merely 160 enrolments due to the impact of Covid 19. However, in 2021/22 learner recruitment more than doubled. 362 learners enrolled for various programmes in 21/22. The increase in learner recruitment was mainly due to increase in funding value. A large proportion of learners were from BAME backgrounds across all three academic years.

Excellent achievement rate of 89% which is 3% higher than the previous year 21/22 due to the commitment and dedication of teachers and learners.

The pass rate of 97% was excellent and 4% above the rate for the previous year. There was also an upward trend over the 3 year period from 20/21 onward.

The retention rate of 91% was 1% lower than the previous year partly due to the fact that some learners left their courses to enter into employment.

The % of male learners this year was 25% (56 total) whilst the % of female learners was 75% (226 total). This has represented a 6% increase in the percentage of male learners compared to the previous academic year which is commendable from a recruitment perspective.

Female learners had a higher achievement rate of 91% compared to male learners of 88%. However there has been an 11% increase in the % of males achieving in 22/23 when compared with their achievement in the previous year 21/22 which is laudable. Female learners also increased their achievement by 2% to 91% when compared to the previous year of 89%.

The number of disabled learners is 80 and this represents 28 % of all learners enrolled and is 7% more than the previous year. The achievement rate of disabled learners at 90% was 2% less than in the previous academic year.

Learners have very good opportunities to gain functional and personal development skills and qualifications in line with their aspirations to move into employment and further learning	Learners have a positive attitude to learning, take pride in their achievements and enjoy their learning at ATN. Most learners make progress relative to their prior attainment and potential. Learning opportunities are carefully and effectively planned to suit the needs of adult learners so that they can progress at an appropriate pace from entry level courses to more substantial study at level 1 and 2 which lead to relevant qualifications and progression or into the workplace. Audits and OTLAs identify that learning programmes embed employability skills development and learners were provided with very good career advice with a focus on developing transferable skills. 26% of learners have progressed into P/T, F/T or self-employment.(Nov 23 learner survey). Additionally 91% of learners progressed into further learning at ATN or at another training provider at the end of July 23
Attendance across most subjects and levels is relatively 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 relatively good at 81%, although it is 5% below the rate last year. 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. However, ATN will hugely benefit from introducing schemes such as vouchers or internal certificates for high attendance to further improve the rate.

Examples: Key areas for development	
Judgement	**Evidence**
Further improve achievement rate by 2%	Currently the achievement rate is 89% and 1% above the national benchmark for ESOL of 88% (21/22 figure). Although 3% above the ATN rate last year, there is room for further improvement by a further 2% to a target figure of 91%.
Support male learners to improve achievement rates to match female rates by offering more one to one support	There is further room for improvement for male learners. Although their achievement rate of 88% was an 11% increase over the previous year, ATN needs to support then to achieve a further 3% to match current female rates.
Support disabled learners to achieve a higher achievement rate of 92%, consistent with the 21/22 rate	The achievement rate of disabled learners at 90% was 2% less than in the previous academic year.
More one to one support is needed to support Black/African learners improve their achievement rate, especially in ESOL	Black/African learners' achievement rates particularly in ESOL (77%) were lower than Asian (80%) and European learners (93%).

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF STUDENTS

Key strengths

Excellent embedding of Maths and ICT skills within ESOL and FS English.

ATN has given a high priority to embedding 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 Maths skills (e.g. OTLA 29/6/23).

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.

All tutors confirmed that they embed employability into SOWs and lessons on a regular basis. 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 preparation, improving self-confidence, presentations skills, etc.

In an OTLA of the 29/6/23 the observer commented that all learners are learning Maths to remove their barriers to gain employment. Learners commented that they are confident of gaining jobs in retail especially as the lesson focussed on weights, measures and scales.

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 centre. A very high proportion learners behave well although a small number of lessons are interrupted by low-level disruption caused by learners using mobile phones or chatting.

Step2Skills (part of Herts County Council)

The accredited courses in ESOL and non-accredited courses in Pre Entry ESOL, Everyday Maths, Employability and Work Skills and Healthy Eating and Well Being were organised and delivered for learners in Stevenage and Hitchin in North Herts by tutors with the support of experienced administrators and senior managers.

There were excellent KPIs in Retention, Achievement and Progression Pathways coupled with high levels of learner satisfaction in an inclusive, safe and conducive learning environment,

The quality of education, behaviours and attitudes, personal development of learners and leadership and management were of a good standard.

ATN provides both non accredited and accredited courses to adults over the age of 18 in Stevenage and Hitchin who comprise a mix of employed and unemployed adult learners from a diverse range of communities including refugee learners from Ukraine. The non-accredited PCDL courses on offer focus on Employability and Work Skills, Pre Entry ESOL, Everyday Maths, Healthy Eating and Well Being whilst the accredited programmes in ESOL are focussed on developing Speaking and Listening, Reading and Writing Skills from Entry 1 to Level 1 to support the integration of learners into the wider fabric of society and to facilitate entry into employment and further learning. In 22/23 there were 182 learning opportunities in total of which 125 were for accredited learning and 57 for non-accredited PCDL.

Quality Improvement Plan 2022-23

Key areas for improvements	Action taken and impact on learners
Further improve marketing strategies to improve learner recruitment.	Additional marketing was undertaken in Hitchin via Social Media which had the impact of increasing learner numbers there. Overall however there has been a reduction in learner nos compared to the previous academic year.
Improve pass and achievement rates for accredited learning programmes by 4%.	More focus on achievement by tutors including regular reviews and tracking of progress. This has resulted in an Achievement rate for AEB of 96% a, 3% increase on 21/22. The impact has been to enable learners to progress into further learning and employment including the building and retention of knowledge and skills plus an improvement in confidence. CL programmes also showed a creditable 100% achievement rate again resulting in an enhancement and retention of knowledge and skills
Improve employment opportunities for learners and progression information is captured in a timely fashion.	Course content and SOWs are reflecting a greater focus on CVs writing, Job Search and sectors of the economy, including care work where there are vacancies. Employment rate before course end is 27% and after course end was an additional 4 % which is commendable and is having the necessary impact of a positive progression pathway into work. Additionally, there is some improvement on a more timely input of data on Learner Track.

QUALITY OF EDUCATION

Commentary

ATN provides a good quality teaching and learning experience for disadvantaged adult learners by creating a conducive and inclusive culture of learning. Learners are encouraged to persevere by tutors to reach their learning goals and are provided with the necessary skills and knowledge using a range of teaching and motivational strategies.

PERSONAL DEVELOPMENT

Commentary

There is a conducive learning environment in which learners from a diverse range of communities attend sessions. The principles of equality, diversity and inclusion are a high priority and central to the planning and delivery of all courses. Diversity and inclusion in the curriculum helps learners understand the main principles of British values. Teaching, learning and assessment and the wider college environment promote and exemplify the organization's commitment to equality and diversity. Learners have developed personally from the courses at ATN to progress into further learning and work and have internalised the values and norms promoted by staff of citizenship and tolerance. Publicity images, learning materials and displays across ATN are representative of the centre's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. OTLA reports highlight good integration of equality and diversity in lessons.

LEADERSHIP and MANAGEMENT

Commentary

Senior Management Team have established a clear strategic direction, 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 and meet quarterly to review performance including setting out a clear vison for the organisation. All staff are passionate about their commitment to the delivery and place the education, well-being and progression of the learner at the forefront of its ethos. This is reflected in a positive learning experience coupled with sterling feedback provided by learners on their health, well being and attainment.

Data sets

Retention and Achievement (All courses CL and AEB)

	2020-21	2021-22	2022-23
Starts	146	226	182
Retention	97%	99%	99%
Achievement	96%	93%	96%

Attendance

Attendance	76%	80%	75%

Session Visits

Number of session visits	Session Visit achieved	Working toward or not	Learning Visit	Walk	Percentage of online visits	% of Teachers visited
2	N/A		0		0	100%

Course Feedback – Learner Evaluation

- Please find below feedback from the learners who provided feedback in July 2023

88.5% confirmed that their Self Confidence had improved

85.5% confirmed that their Personal health and well- being improved after the course -

100% felt safe in class

88.5% confirmed that the course has contributed to personal, work or learning goals

90% confirmed that Quality of IAG before the course was excellent

91% confirmed that Quality of Teaching on the course was excellent

85% confirmed that the Learning Environment was conducive to picking up skills

91% confirmed that Support during the course was excellent

80% confirmed that their Digital skills improved after the course

83% confirmed that their overall satisfaction was excellent.

Progression Data – Learner Self-Evaluation

27% into employment (combination of existing part time employees and those progressing into employment)

54% into FE

MERTON ADULT LEARNING

ATN provides basic skills courses in Digital Skills (non-accredited), Multiply (Numeracy), Functional Skills English (accredited and non-accredited) to disadvantaged learners 79%/64% (FF/CL) of whom are from deprived wards in Merton.

Overall Effectiveness key strengths

Provide these as one sentence bullet points and not paragraphs.

- Excellent recruitment and surpassing target rates of learners from deprived wards in Merton the74% (R11) and 51%(R12) against a target of 35%
- Excellent recruitment rates for in borough learners of 91% (at R11)
- Excellent retention rate of 99% (R11) learning programmes.
- Good overall pass rate of 94% (R11)
- Good overall achievement rate of 90%
- Highly effective Quality assurance system leading to excellent retention, and good pass and achievement rates.
- Good promotion of CPD opportunities provided to staff and tutors including Prevent, Safeguarding, Awarding Body Assessment Processes, Safer Recruitment, Matrix Assessment Policy and Process, IAG qualifications (Level 2) and Cyber Essentials.
- Good progression routes for learners, 91% of whom are progressing into further learning after Term 3.
- Very positive learner feedback on the quality of teaching and learning

Overall Effectiveness areas for improvement

- Accuracy of inputting data onto Maytas to be maintained by ensuring that a sample of data inputted is cross checked by another data inputter. Timeliness of inputting achievement data on Maytas to be improved by ensuring that
- staff are aware of the deadline dates for recording info and for adhering to the deadlines.
- Initial assessment process to be made more robust by ensuring that all potential learners are offered one to one IAG to ascertain their needs and that the IAG record is comprehensively filled in. Additionally staff to be offered opportunities for gaining IAG qualifications to supplement their expertise in providing effective IAG by senior staff researching appropriate quals available and disseminating the info to relevant staff. Staff to subsequently undertake the training before the start of the new academic year

- **Overall Effectiveness improvements made in year and impact on the provision**
- Improvement in the accuracy of information inputted onto Maytas
- Improvement in the quality of ILPs and the recording of SMART targets in Terms 2 and Term 3.

Formula Funded Adult Skills Provision data

Curriculum Areas	Enrolments	Learner Count	Female	% Female	Male	% Male	BAME	% BAME	60+	% 60+	LLDD	% LLDI
Foundations for Learning and Life and ICT for Users	39	32	28	72	11	28	25	64	9	23	11	28

The number of enrolments for FF provision (FS English – non regulated and accredited and non regulated entry level Digital Skills and Maths) is 50% lower than the previous year as there has been a focus on Community Learning too. Cumulatively (FF and CL) however there has been a 10% increase in enrolments. Also to note that in the previous academic year there were no CL enrolments.

BAME stats are alluded to in the 3 yr trends in 4.6

Community Learning Provision data

Curriculum Area	Enrolments	Learner Count	Female	% Female	Male	% Male	BAME	% BAME	60+	% 60+	LLDD	% LLDI
Foundations for Learning and Life	47	41	34	72	13	28	21	45	6	13	3	6

Social Investments

Courses were conducted in non regulated Pre Entry and Entry Level English for the first time in ATN's delivery for MAL and were a positive progression pathway to FF accredited English at E1. Learner nos were 3.8 fold above profile with a significant 45% of learners from BAME communities.

The % of male learners at 28% is the same as FF in 22/23 and is consistent with previous FF percentages. Given that this is the first year for CL, it is not possible to evaluate trends over three years.

The % of over 60s for CL at 13% is 10% lower than for FF and is an area to be addressed. Pls refer to 4.7 in Equality and Diversity for steps to be taken in more effective targeting of over 60s.

LLDD for CL at 6% is low compared to FF (28%) and is an area for improvement which is addressed in 4.7 below

Three-year trend

	20-21		**21-22**		**22-23**	
	FF	CL	FF	CL	FF	CL
Enrolments	41		78	0	**39**	**47**
Unique Learners	37		46	0	**32**	**41**
Male Learners %	29		26	0	**28**	**28**
Over 60's %	29		22	0	**23**	**13**
BAME %	78		72	0	**64**	**45**
LDD (Declared) %	20		38	0	**28**	**6**
Deprived wards %	68		67	0	**79**	**64**
Retention %	100		100	0	**97**	**100**
Pass %	98		79	0	**97**	**96**
Achievement %	98		79	0	**95**	**96**

There has been a 58% increase of unique learn in 22/23 compared to 21/22 for all programmes. which is a positive achievement.

The % of male learners has remained fairly consistent across three academic years and was 2% higher in 22/23 than 21/22

The % of learners in deprived wards has increased by 12% for FF in 22/23 when compared to 21/22. It is also very creditable at 64% for CL given that the benchmark is 35% for MAL. The trend over the last three years for all programmes (FF and CL) is above the MAL benchmark of 35%.

The % of over 60s is 1% higher in 22/23 compared to 21/22 for FF although it is lower than 20/21 when the figure was 29%.

The % of BAMEs for FF has fallen by 8% in 22/23 compared to 21/22 although it is still a creditable 64%. There has however been a downward trend of BAMEs for FF over the last three years.

The retention, pass and achievement rates in 22/23 for FF at 97%, 97% and 95% respectively were laudable. There has been a marked improvement of 18% and 16% for pass and achievement rates respectively in 22/23 when compared to 21/22.

Grant making policy

BUCKINGHAMSHIRE ADULT LEARNING

Summary of Overall Key Strengths and Key Areas for Development

Key strengths	• The programmes have supported learners to progress well, retain skills and knowledge and progress into further learning and employment Good cumulative achievement rate of 90% which is 2.5% above the rate achieved last year. • Retention rate was excellent at 97% due to the supportive and positive learning environment created by the SMT and tutors which in turn resulted in good achievement rates across all subject areas and progression into employment. • Long term retention of skills is evident in high achievement rates across all subject areas and in the progression routes of learners into employment (27%) and further learning. • Strong partnerships with Bucks Adult Learning, JCP, Slough Refugee Support, Singh Sabha Sports Centre and Slough Borough Council ensure that the provision meets the needs of the community and supports the most disadvantaged learners who are unemployed /underemployed and in many instances refugees/asylum seekers who are suffering from other social barriers of poverty and inadequate housing.
Areas for development	• The attendance rate of 66% was below the national benchmark of 86% and needs to be addressed as a priority as learners are missing out on building on their skills in a sequential manner. • More resources need to be available and utilised e.g. access to laptops should be made available to enhance language learning whilst developing Digital Skills. • More OTLAs to ensure consistency of delivery across different programme areas and to ensure that tutors are supported in a more hands on manner.

QAR Data

	2019/20 (%)	2020/21(%)	2021/22(%)	2022/23 (%)
Starts	9	N/A (No programmes due to Covid)	23	30
Retention rate	77.8	N/A	88	97
Pass rate	100	N/A	90.9	93
Achievement rate	77.8	N/A	87	90

Charities Aid Foundation

97% (114) of those who participated completed the programme and improved their English and IT skills and developed their confidence. Participants also developed strategies to improve their wellbeing and mental health.89% (105) of those participating continued onto further accredited learning with ATN, gaining qualifications in ESOL and IT and 21% moved into employment either immediately after the CAF programme or after having completed further accredited learning at ATN . Having used this programme to embark on a learning journey, itis expected that they will continue to access adult education and improve their ba skills, improving their own employment prospects and improving the life chances of their families, for example, with support th can give their children with school work.

The families and communities of the participants benefitted from the improved knowledge and skills gained on the programme. particular, the improved skills in the use of technology for communication and learning, which were cascaded throughout the participants' families, and friends. For many individuals this programme provided the conduit to embark on a journey of life-lon learning, and they have encouraged others within their communities to improve their skills and enrol on locally provided course

ATN was able to re-establish pre-pandemic levels of staffing hours and, without doubt, the grant funding was a significant facto in ensuing the charity was able to survive the drastic funding reduction that impacted income from our usual sources, and enable us to continue to offer these important skills improvement and qualification opportunities to our local deprived communities. Without this funding ATN would very probably have suffered an irreversible funding decline, However, this has been avoided a the charity can continue to serve our communities.

EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

The Adult Training Network continued to receive good reports from External Verifiers, College Franchise Managers and Contra Managers from the various funding bodies. There were 3 External Verifier sampling activities in the academic year by City and Guilds External Quality Assurance Assessors in Functional Skills English and Maths, ICT and ESOL. ATN retained Direct Clair Status in all three subject areas.

EQA report on Functional Skills in English & Mathematics

The EQA Assessor confirmed that the centre was organised and sent all records via

secure track and trace Royal Mail

Delivery in an orderly manner which covered all the Criterion/Standards for the

FS Qualifications. The team work well together to meet the needs of their learners;

this has been evident. The centre however need to tighten their

Assessment and IQA practices. The centre are a hard working centre and have a

good professional working relationship across the satellite sites and staff members

EQA report – ESOL

The City and Guilds EQA confirmed that it was a good remote EQA monitoring visit.

The Centre have a robust QA system in place which has been maintained since there have been staff changes; however there are further developments that are needed to ensure that the consistency in the quality of assessment and IQA practices.

EQA Report ICT

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 found.

Achievements and performance

Significant activities and achievements against objectives

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2022 ATN's accreditation was renewed after an assessment by the Matrix Assessor.

The Matrix Assessor confirmed the Matrix Report that ATN is a company that cares about the learners it supports, and this was evident from talking to both staff and learners. Both accredited and non-accredited courses are run to support learners to increase their skills towards employment, as well as supporting their wellbeing and things they need to know for life in the UK. Staff had a good knowledge of external agencies to signpost to for further support needed, as well as external college and training providers for further educational progression

Learners interviewed by the Matrix assessor brought to life the data recorded in the SARs, with one learner describing how they were 'stuck at home due to Covid with no confidence to get a better job.

Financial review

FINANCIAL REVIEW

The trustees believe that the company is financially sound. The company is using its resources economically and efficiently in a difficult funding climate for the sector. The charity has maintained steady funding while expending further resources to improve service quality.

FINANCIAL MANAGEMENT POLICY

The Board of Trustees of ATN recognises the need to manage its finances in a way which is transparent, defensible and ensures the financial well-being of the charity. The Board of Trustees is responsible for ensuring that charity funds are used to further the objectives of the charity. The Board of Trustees will ensure that all appropriate policies and procedures are in place so that the charity's finances are managed correctly and in line with Charity Commission guidance.
The members of the Board of Trustees are collectively responsible for the financial decisions of the charity.

The Board of Trustees will set the financial direction and priorities of the charity.
Members of the Board will receive regular updates on the accounts, any projects linked to finances and may request to see copies of bank statements as well as any other documentation. This is so that they can satisfy themselves that the charity finances are being managed appropriately and the Board is not exposing itself to unnecessary financial risk.

The Treasurer is responsible for managing the charity accounts, ensuring that reports are prepared in good time, the accounts are inspected each year and that the Board is kept informed of any financial matters which affect the long-term viability of the charity.

The Treasurer will provide the Board with an up-to-date summary of the accounts at regular intervals. This should include income and expenditure and should also provide a summary of the overall state of the accounts.

The accounts should be inspected each year in line with Charity Commission guidelines, and the accounts should be prepared and submitted to the Independent Examiner as soon after the end of the financial year as possible. Any income received should be banked as soon as possible and should always be paid into the current account. Money can then be transferred between accounts as required. Similarly, all payments should be made promptly and should also be paid from the current account.

All payments should be authorised by two trustees. Similarly, all cheques should be signed by two trustees and those signing the cheques should not normally be the payee. However, in exceptional circumstances it may be necessary for the payee to sign a cheque and this should be recorded in the next Board Meeting minutes. The person responsible for keeping the accounts should ensure that funds are always available so that all payments will be honoured and the charity does not become overdrawn, thus avoiding bank charges. Before entering into any agreement, the Board of Trustees and the CEO of ATN should be fully aware of the financial cost, what will be delivered, the timescale for delivery and if there is likely to be any variation in cost.

The Board and the CEO should regularly review the agreements into which it has entered to ensure that it continues to receive value for money and that all money being spent continues to further the aims of the charity. If concerns are raised relating to any form of financial irregularity this should be investigated immediately. In the first instance any perceived irregularity should be brought to the attention of the Treasurer or Chair. The Board will also need to consider whether the irregularity should be reported to the Charity Commission, the Police and any other financial organisation.

Reserves policy

The Trustees of the Adult Training Network (ATN) accept that it is good practice to keep money aside as a reserve to protect the charity against drops in income or allow it to take advantage of new opportunities. The charity's reserves can be spent on any of its aims.

ATN's reserves policy sets out:

- how much the charity needs to hold in reserve and why
- how and when the charity's reserves can be spent
- how often the reserves policy will be reviewed

Aim

The aim of the policy is to ensure sufficient reserves are set aside to meet a potential need, such as an unexpected drop in income.

Components

The policy allocates money from unrestricted fund balances, which are not invested in fixed assets, to several designated funds. These funds are:

1. **Continuity Fund**
   This fund is to be used to bridge any possible delays in receiving promised grants or managing payment in arrears contracts. This has been defined as a minimum of a three months budgeted trading activity.
1. **Restructuring Fund**
   This fund is to be used to cover essential trading/activities whilst sourcing income to a maximum of 6 months budgeted trading activity.
1. **Dissolution Fund**

This fund provides for the costs of dissolution should the charity be unable to continue. It is only to be used in the event of the Trustees' deciding the charity should cease to exist. It will be used to pay notice periods, redundancies and the expenses of running ATN until closure of the organisation.

Minimum Level of reserves to be held

Fund	**Balance**
Continuity	£120,000
Restructuring	£240,000
Dissolution - **Redundancies**	£80,000
· **3 months minimal running costs**	£24000
· **3 months residual salaries for 2 staff**	£12,000
Minimum Reserve Required (Restructuring Fund plus the Dissolution Fund)	£356,000

The minimum reserve required is the Restructuring Fund plus the Dissolution Fund. These are to be used to ensure we look at every alternative before dissolution of the charity.

Annual Review

Due to the nature of the organisation and the regular review of the budget, this policy will be reviewed on an annual basis to ensure

- the continuity element matches changes to the annual budget
- the restructuring element matches the requirements of trading activities
- the dissolution element matches the requirements of the staffing levels

Should the budget be reduced due to the end of projects or other such occurrences, then the reduction of reserves should be planned over a minimum of five years.

Major risks

The trustees have assessed the major risks to which the charity is exposed, and are satisfied that systems are in place to mitigate exposure to the major risks.

Plans for future periods

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 Step2Skills will and Merton Council will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve. The Director is seeking additional contracts from Trusts/Foundations with the support of our consultants Edukit to supplement any shortfall in funding. Additionally we are applying for funding from local authorities in London and the South East via funding portals such as Proactis.

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 42866151. 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.adult-training.org.uk. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

The trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of signature of the financial statements were:

Fawzy Adam	
Beulah Lyn Felstead	
Keeranpal Kaur	
Reema Begum	(Resigned 16 March 2023)
Sonia Khokhar	
J E James	(Appointed 20 April 2023)

Recruitment and training of trustees

Trustees with specialist expertise in education, training, finance and fundraising are recruited through advertising on charity forums, recommendations from Trustees and general members of the charity. There is a shortlisting and appointment process which is overseen by the Trustees.

Appointments are made in accordance with the Articles of Association of the charity. On appointment, Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities including financial management.

Auditor

RehncyShaheen are deemed to be re-appointed in accordance with an elective resolution made under section 487 (2) of the Companies Act 2006.

Disclosure of information to auditor

Each of the trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

The trustees' report was approved by the Board of Trustees.

Mr S Singh Gill

Director

Date: 18/9/24

ADULT TRAINING NETWORK LIMITED

STATEMENT OF TRUSTEES' RESPONSIBILITIES

FOR THE YEAR ENDED 30 SEPTEMBER 2023

The trustees, who are also the directors of Adult Training Network Limited for the purpose of company law, are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company Law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that year.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;

- observe the methods and principles in the Charities SORP;

- make judgements and estimates that are reasonable and prudent;

- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and

- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping adequate accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

ADULT TRAINING NETWORK LIMITED

INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF ADULT TRAINING NETWORK LIMITED

Opinion

We have audited the financial statements of Adult Training Network Limited (the 'charity') for the year ended 30 September 2023 which comprise the statement of financial activities, the balance sheet and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 30 September 2023 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared, which includes the directors' report prepared for the purposes of company law, is consistent with the financial statements; and
- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the statement of trustees' responsibilities, the trustees, who are also the directors of the charity for the purpose of company law, are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these accounts.

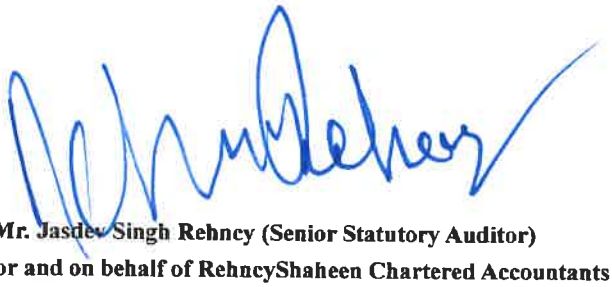
The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

We have performed the audit to identify signs of fraud or irregularities that materially affect the financial statements. This included procedures to assess the risk of material misstatement due to fraud, such as enquiries with management and others within the entity, analytical procedures and inspection of documents. However, primary responsibility for prevention and detection of fraud rests with those charged with governance of the entity and management.

A further description of our responsibilities is available on the Financial Reporting Council's website at: https://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



19 Sept 2024

Mr. Jasdev Singh Rehncy (Senior Statutory Auditor)
for and on behalf of RehncyShaheen Chartered Accountants

1276/1278 Greenford Road
Greenford
Middlesex
UB6 0HH

ADULT TRAINING NETWORK LIMITED

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 30 SEPTEMBER 2023

	Notes	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £
Income and endowments from:							
Donations and legacies	3	428,707	-	428,707	638,942	-	638,942
Investments	4	1,573	-	1,573	24	-	24
Other income	5	-	-	-	2,307	-	2,307
Total income		430,280	-	430,280	641,273	-	641,273
Expenditure on:							
Charitable activities	6	666,275	6,146	672,421	601,501	8,196	609,697
Total expenditure		666,275	6,146	672,421	601,501	8,196	609,697
Net gains/(losses) on investments	12	1,234	-	1,234	(2,332)	-	(2,332)
Net income/(expenditure) and movement in funds		(234,761)	(6,146)	(240,907)	37,440	(8,196)	29,244
Reconciliation of funds:							
Fund balances at 1 October 2022		402,140	24,587	426,727	364,700	32,783	397,483
Fund balances at 30 September 2023		167,379	18,441	185,820	402,140	24,587	426,727

The statement of financial activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities.

ADULT TRAINING NETWORK LIMITED

BALANCE SHEET

AS AT 30 SEPTEMBER 2023

	Notes	2023 £	2023 £	2022 £	2022 £
Fixed assets					
Tangible assets	**14**		66,639		60,775
Current assets					
Debtors	**16**	56,680		29,959	
Investments	**15**	68,294		121,235	
Cash at bank and in hand		53,480		257,111	
		178,454		408,305	
Creditors: amounts falling due within one year	**18**	(38,386)		(35,141)	
Net current assets			140,068		373,164
Total assets less current liabilities			206,707		433,939
Creditors: amounts falling due after more than one year	**20**		(20,887)		(7,212)
Net assets			185,820		426,727
Income funds					
Restricted funds	**22**		18,441		24,587
Unrestricted funds - general			167,379		402,140
			185,820		426,727

The financial statements were approved by the Trustees on 18/9/24

Name: Fawzy Adam
Trustee

Name: Keeranpal Kaur
Trustee

Company Registration No. 04286151

1 Accounting policies

Charity information

Adult Training Network Limited is a private company limited by guarantee incorporated in England and Wales. The registered office is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's [governing document], the Companies Act 2006, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" ("FRS 102") and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019). The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention, [modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value]. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors or grantors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

1 Accounting policies **(Continued)**

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement, and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Support costs are those costs incurred directly in support of expenditure on the objects of the charity and include project management.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers & equipment	25% reducing balance
Fixtures, fittings & equipment	25% reducing balance
Motor vehicles	25% reducing balance

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1 Accounting policies **(Continued)**

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

1.12 Leases

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of ownership to the lessees. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets at the lower of the assets fair value at the date of inception and the present value of the minimum lease payments. The related liability is included in the balance sheet as a finance lease obligation. Lease payments are treated as consisting of capital and interest elements. The interest is charged to net income/ (expenditure) for the year so as to produce a constant periodic rate of interest on the remaining balance of the liability.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Income from donations and legacies

	Unrestricted funds 2023 £	Unrestricted funds 2022 £
Grants receivable	428,707	638,942
Grants receivable for core activities		
MI Comptsolutions	19,010	32,320
Richmond upon Thames College	225,347	245,976
Slough Borough Council	7,440	-
Merton Adult Training	44,927	48,203
North Hertfordshire College	425	27,840
Step2Skills/Charities Aid Foundation	38,561	170,000
Buckingham County Council	10,122	2,922
Hertfordshire Council	62,871	91,681
The Sackler Trust /Paddington Trust	20,000	20,000
Other	5	-
	428,707	638,942

4 Income from investments

	Unrestricted funds 2023 £	Unrestricted funds 2022 £
Interest receivable	1,573	24

5 Other income

	Unrestricted funds 2023 £	Unrestricted funds 2022 £
Net gain on disposal of tangible fixed assets	-	2,307

6 Charitable activities

	Richmond College	Merton Adult Training	MI Compt Solution	CAF	HAFL	Paddington Trust	Other Funds	Total 2023	Total 2022
	£	£	£	£	£	£	£	£	£
Staff costs	190,151	44,452	18,808	38,152	62,204	19,788	50,602	424,157	396,862
Depreciation and impairment	6,146	-	-	-	-	-	-	6,146	8,196
Exam fees, courses and licences	7,506	1,755	742	1,506	2,456	781	1,998	16,744	19,532
IT costs	516	121	51	104	169	54	137	1,152	1,403
Hospitality and subsistence	542	127	54	109	177	56	144	1,209	1,239
Motor and travel expenses	2,065	483	204	414	675	215	549	4,605	8,527
Consultancy and work placements	4,339	1,014	429	871	1,419	452	1,155	9,679	5,922
Printing, postage and stationery	3,900	912	386	783	1,276	406	1,038	8,701	11,575
Training and other costs	27	6	3	5	9	3	7	60	169
	215,192	48,870	20,677	41,944	68,385	21,755	55,630	472,453	453,425
Share of support costs (see note 8)	183,357	1,674	708	1,437	2,342	745	1,905	192,168	148,472
Share of governance costs (see note 8)	7,800	-	-	-	-	-	-	7,800	7,800
	406,349	50,544	21,385	43,381	70,727	22,500	57,535	672,421	609,697
Analysis by fund									
Unrestricted funds - general	400,203	50,544	21,385	43,381	70,727	22,500	57,535	666,275	
Restricted funds	6,146	-	-	-	-	-	-	6,146	
	406,349	50,544	21,385	43,381	70,727	22,500	57,535	672,421	
For the year ended 30 September 2022									
Unrestricted funds - general	408,870	109,698	-	-	139,616	-	339,062		601,501
Restricted funds	8,196	-	-	-	-	-	-		8,196

6 Charitable activities **(Continued)**

319,847	34,090	117,197	120,225	64,837	14,143	262,489	609,697

7 Net movement in funds

	2023	2022
	£	£
The net movement in funds is stated after charging/(crediting):		
Fees payable for the audit of the charity's financial statements	4,200	4,200
Depreciation of owned tangible fixed assets	22,115	14,834
Loss/(profit) on disposal of tangible fixed assets	-	(2,307)

8 Support costs

	Support costs	Governance costs	2023	2022	Basis of allocation
	£	£	£	£	
Depreciation	15,969	-	15,969	6,638	Pro rata to income
Rent, rates and service charges	146,659	-	146,659	123,364	Pro rata to income
Insurance	3,915	-	3,915	4,790	Pro rata to income
Interest on HP	570	-	570	380	Pro rata to income
Professional Fees	12,160	-	12,160	-	Pro rata to income
Telephone and internet	4,085	-	4,085	5,479	Pro rata to income
Bank charges	724	-	724	638	Pro rata to income
Legal fees	1,012	-	1,012	373	Pro rata to income
Book keeping	7,074	-	7,074	6,810	Pro rata to income
Audit fees	-	4,200	4,200	4,200	Governance
Accountancy	-	3,600	3,600	3,600	Governance
	192,168	7,800	199,968	156,272	
Analysed between					
Charitable activities	192,168	7,800	199,968	156,272	

Governance costs includes payments to the auditors of £4,200 (2022- £4,200) for audit fees.

9 Auditor's remuneration

Fees payable to the charity's auditor and associates:	2023	2022
	£	£
For audit services		
Audit of the financial statements of the charity	4,200	4,200

10 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

11 Employees

The average monthly number of employees during the year was:

	2023 Number	2022 Number
Administrative staff	4	4
Other staff	20	20
Total	24	24

Employment costs	2023 £	2022 £
Wages and salaries	371,633	346,510
Social security costs	23,606	21,404
Other pension costs	28,918	28,948
	424,157	396,862

The number of employees whose annual remuneration was more than £60,000 is as follows:

	2023 Number	2022 Number
£70,000 to £80,000	1	1

Remuneration of key management personnel
The remuneration of key management personnel was as follows:

12 Gains and losses on investments

Gains/(losses) arising on:	Unrestricted funds 2023 £	Unrestricted funds 2022 £
Valuation of investments	1,234	(2,332)

13 Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.

14 Tangible fixed assets

	Computers & equipment	Fixtures, fittings & equipment	Motor vehicles	Total
	£	£	£	£
Cost				
At 1 October 2022	107,688	10,678	50,563	168,929
Additions	-	-	27,979	27,979
At 30 September 2023	107,688	10,678	78,542	196,908
Depreciation and impairment				
At 1 October 2022	74,376	6,952	26,826	108,154
Depreciation charged in the year	8,255	931	12,929	22,115
At 30 September 2023	82,631	7,883	39,755	130,269
Carrying amount				
At 30 September 2023	25,057	2,795	38,787	66,639
At 30 September 2022	33,312	3,726	23,737	60,775

15 Current asset investments

	2023	2022
	£	£
Listed investments	68,294	121,235

These are valued at market value as at 30 September 2023

16 Debtors

Amounts falling due within one year:	2023	2022
	£	£
Trade debtors	5,349	11,377
Rent deposit	6,582	6,582
Other debtors	33,159	2,695
Prepayments and accrued income	11,590	9,305
	56,680	29,959

17 Finance lease obligations

Future minimum lease payments due under finance leases:

	2023	2022
	£	£
Within one year	4,415	3,091
Within two and five years	20,887	7,212
	25,302	10,303

18 Creditors: amounts falling due within one year

	Notes	2023	2022
		£	£
Bank overdrafts	19	1,174	245
Obligations under finance leases	17	4,415	3,091
Corporation tax payable		-	148
Other taxation and social security		5,970	5,928
Trade creditors		14,083	12,546
Other creditors		3,420	3,548
Accruals and deferred income		9,324	9,635
		38,386	35,141

19 Loans and overdrafts

	2023	2022
	£	£
Bank overdrafts	1,174	245
Payable within one year	1,174	245

20 Creditors: amounts falling due after more than one year

	Notes	2023	2022
		£	£
Obligations under finance leases	17	20,887	7,212

21 Retirement benefit schemes

Defined contribution schemes	2023	2022
	£	£
Charge to profit or loss in respect of defined contribution schemes	28,918	28,948

21 Retirement benefit schemes **(Continued)**

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

22 Restricted funds

The restricted funds of the charity comprise the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 October 2022	Resources expended	At 30 September 2023
	£	£	£
	24,587	(6,146)	18,441

Previous year:

	At 1 October 2021	Resources expended	At 30 September 2022
	£	£	£
	32,783	(8,196)	24,587

23 Unrestricted funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 October 2022	Incoming resources	Resources expended	Gains and losses	At 30 September 2023
	£	£	£	£	£
General funds	402,140	430,280	(666,275)	1,234	167,379

Previous year:

	At 1 October 2021	Incoming resources	Resources expended	Gains and losses	At 30 September 2022
	£	£	£	£	£
General funds	364,700	641,273	(601,501)	(2,332)	402,140

24 Analysis of net assets between funds

	Unrestricted funds 2023	Restricted funds 2023	Total 2023
	£	£	£
At 30 September 2023:			
Tangible assets	48,198	18,441	66,639
Current assets/(liabilities)	140,068	-	140,068
Long term liabilities	(20,887)	-	(20,887)
	167,379	18,441	185,820

	Unrestricted funds 2022	Restricted funds 2022	Total 2022
	£	£	£
At 30 September 2022:			
Tangible assets	36,188	24,587	60,775
Current assets/(liabilities)	373,164	-	373,164
Long term liabilities	(7,212)	-	(7,212)
	402,140	24,587	426,727

25 Related party transactions

During the year salary of £79,955.76 (2022 - £70,627.56) has been paid to the Secretary Mr. Sarjeet Singh Gill and £51,363.68 (2022 - £45,372.30) has been paid to Kamaljit Gill wife of Sarjeet Singh Gill.

ADULT TRAINING NETWORK LIMITED

England & Wales - Charity number 1093609

Accounts

Charity registration number 1093609

Company registration number 04286151 (England and Wales)

ADULT TRAINING NETWORK LIMITED

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 SEPTEMBER 2022

ADULT TRAINING NETWORK LIMITED

LEGAL AND ADMINISTRATIVE INFORMATION

Trustees	Fawzy Adam Beulah Lyn Felstead Keeranpal Kaur Sonia Khokhar
Secretary	Mr S Singh Gill
Charity number	1093609
Company number	04286151
Principal address	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Registered office	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Auditor	RehncyShaheen Chartered Accountants 1276/1278 Greenford Road Greenford Middlesex UB6 0HH

ADULT TRAINING NETWORK LIMITED

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ADULT TRAINING NETWORK LIMITED

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 30 SEPTEMBER 2022

The trustees present their annual report and financial statements for the year ended 30 September 2022.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's Memorandum and Articles of Association incorporated on 12th September 2001 and as amended on 15th April 2002 , the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

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

Achievements and performance

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 and/or innovative to be shared as best practice (grade 1 / outstanding)	1	0	0
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.	1. 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.	1. 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 learning programmes	108	98%	85%	87%
Non-accredited learning programmes	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 leant 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.

2. 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.
• 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 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.	• 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.

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.	We will ensure that students know how to keep themselves safe, healthy and well.
• 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	• "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.

We will support students to develop their maths, English and digital skills.	
• 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	

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 BKSB". 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.

Financial review
FINANCIAL REVIEW

The trustees believe that the company is financially sound. The company is using its resources economically and efficiently in a difficult funding climate for the sector. The charity has maintained steady funding while expending further resources to improve service quality.

FINANCIAL MANAGEMENT POLICY

The Board of Trustees of ATN recognises the need to manage its finances in a way which is transparent, defensible and ensures the financial well-being of the charity. The Board of Trustees is responsible for ensuring that charity funds are used to further the objectives of the charity. The Board of Trustees will ensure that all appropriate policies and procedures are in place so that the charity's finances are managed correctly and in line with Charity Commission guidance.
The members of the Board of Trustees are collectively responsible for the financial decisions of the charity.

The Board of Trustees will set the financial direction and priorities of the charity.
Members of the Board will receive regular updates on the accounts, any projects linked to finances and may request to see copies of bank statements as well as any other documentation. This is so that they can satisfy themselves that the charity finances are being managed appropriately and the Board is not exposing itself to unnecessary financial risk.

The Treasurer is responsible for managing the charity accounts, ensuring that reports are prepared in good time, the accounts are inspected each year and that the Board is kept informed of any financial matters which affect the long-term viability of the charity.

The Treasurer will provide the Board with an up-to-date summary of the accounts at regular intervals. This should include income and expenditure and should also provide a summary of the overall state of the accounts.

The accounts should be inspected each year in line with Charity Commission guidelines, and the accounts should be prepared and submitted to the Independent Examiner as soon after the end of the financial year as possible. Any income received should be banked as soon as possible and should always be paid into the current account. Money can then be transferred between accounts as required. Similarly, all payments should be made promptly and should also be paid from the current account.

All payments should be authorised by two trustees. Similarly, all cheques should be signed by two trustees and those signing the cheques should not normally be the payee. However, in exceptional circumstances it may be necessary for the payee to sign a cheque and this should be recorded in the next Board Meeting minutes. The person responsible for keeping the accounts should ensure that funds are always available so that all payments will be honoured and the charity does not become overdrawn, thus avoiding bank charges. Before entering into any agreement, the Board of Trustees and the CEO of ATN should be fully aware of the financial cost, what will be delivered, the timescale for delivery and if there is likely to be any variation in cost.

The Board and the CEO should regularly review the agreements into which it has entered to ensure that it continues to receive value for money and that all money being spent continues to further the aims of the charity. If concerns are raised relating to any form of financial irregularity this should be investigated immediately. In the first instance any perceived irregularity should be brought to the attention of the Treasurer or Chair. The Board will also need to consider whether the irregularity should be reported to the Charity Commission, the Police and any other financial organisation.

Reserves policy

The Trustees of the Adult Training Network (ATN) accept that it is good practice to keep money aside as a reserve to protect the charity against drops in income or allow it to take advantage of new opportunities. The charity's reserves can be spent on any of its aims.

ATN's reserves policy sets out:

- how much the charity needs to hold in reserve and why
- how and when the charity's reserves can be spent
- how often the reserves policy will be reviewed

Aim

The aim of the policy is to ensure sufficient reserves are set aside to meet a potential need, such as an unexpected drop in income.

Components

The policy allocates money from unrestricted fund balances, which are not invested in fixed assets, to several designated funds. These funds are:

3. **Continuity Fund**
   This fund is to be used to bridge any possible delays in receiving promised grants or managing payment in arrears contracts. This has been defined as a minimum of a three months budgeted trading activity.
2. **Restructuring Fund**
   This fund is to be used to cover essential trading/activities whilst sourcing income to a maximum of 6 months budgeted trading activity.
1. **Dissolution Fund**

This fund provides for the costs of dissolution should the charity be unable to continue. It is only to be used in the event of the Trustees' deciding the charity should cease to exist. It will be used to pay notice periods, redundancies and the expenses of running ATN until closure of the organisation.

Minimum Level of reserves to be held

Fund	**Balance**
Continuity	£120,000
Restructuring	£240,000
Dissolution - **Redundancies**	£80,000
· **3 months minimal running costs**	£24000
· **3 months residual salaries for 2 staff**	£12,000
Minimum Reserve Required (Restructuring Fund plus the Dissolution Fund)	£356,000

The minimum reserve required is the Restructuring Fund plus the Dissolution Fund. These are to be used to ensure we look at every alternative before dissolution of the charity.

Annual Review

Due to the nature of the organisation and the regular review of the budget, this policy will be reviewed on an annual basis to ensure

- the continuity element matches changes to the annual budget
- the restructuring element matches the requirements of trading activities
- the dissolution element matches the requirements of the staffing levels

Should the budget be reduced due to the end of projects or other such occurrences, then the reduction of reserves should be planned over a minimum of five years.

The trustees have assessed the major risks to which the charity is exposed, and are satisfied that systems are in place to mitigate exposure to the major risks.

Plans for future periods
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.

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 42866151. 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.adult-training.org.uk. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

The trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of signature of the financial statements were:

S Bahad	(Resigned 1 February 2022)
Fawzy Adam	
Beulah Lyn Felstead	
Keeranpal Kaur	
Reema Begum	(Resigned 16 March 2023)
Sonia Khokhar	

Recruitment and training of trustees

Trustees with specialist expertise in education, training, finance and fundraising are recruited through advertising on charity forums, recommendations from Trustees and general members of the charity. There is a shortlisting and appointment process which is overseen by the Trustees.

Appointments are made in accordance with the Articles of Association of the charity. On appointment, Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities including financial management.

Auditor

RehncyShaheen are deemed to be re-appointed in accordance with an elective resolution made under section 487 (2) of the Companies Act 2006.

Disclosure of information to auditor

Each of the trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

The trustees' report was approved by the Board of Trustees.

Mr S Singh Gill
Secretary

Date: 29/6/23

ADULT TRAINING NETWORK LIMITED

STATEMENT OF TRUSTEES' RESPONSIBILITIES

FOR THE YEAR ENDED 30 SEPTEMBER 2022

The trustees, who are also the directors of Adult Training Network Limited for the purpose of company law, are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company Law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that year.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;

- observe the methods and principles in the Charities SORP;

- make judgements and estimates that are reasonable and prudent;

- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and

- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping adequate accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

ADULT TRAINING NETWORK LIMITED

INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF ADULT TRAINING NETWORK LIMITED

Opinion

We have audited the financial statements of Adult Training Network Limited (the 'charity') for the year ended 30 September 2022 which comprise the statement of financial activities, the balance sheet and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 30 September 2022 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared, which includes the directors' report prepared for the purposes of company law, is consistent with the financial statements; and
- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

INDEPENDENT AUDITOR'S REPORT (CONTINUED)
TO THE MEMBERS OF ADULT TRAINING NETWORK LIMITED

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the statement of trustees' responsibilities, the trustees, who are also the directors of the charity for the purpose of company law, are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these accounts.

The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

A further description of our responsibilities is available on the Financial Reporting Council's website at: https://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Mr Jasdev Rehncy (Senior Statutory Auditor)
for and on behalf of RehncyShaheen Chartered Accountants

29/06/23

1276/1278 Greenford Road
Greenford
Middlesex
UB6 0HH

ADULT TRAINING NETWORK LIMITED

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 30 SEPTEMBER 2022

	Notes	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £
Income and endowments from:							
Grants	3	638,942	-	638,942	238,580	43,711	282,291
Other trading activities	4	-	-	-	3,628	-	3,628
Investments	5	24	-	24	6	-	6
Other income	6	2,307	-	2,307	93,706	-	93,706
Total income		641,273	-	641,273	335,920	43,711	379,631
Expenditure on:							
Charitable activities	7	601,501	8,196	609,697	394,780	10,928	405,708
Net gains/(losses) on investments	12	(2,332)	-	(2,332)	70	-	70
Net income/(expenditure) for the year/ Net movement in funds		37,440	(8,196)	29,244	(58,790)	32,783	(26,007)
Fund balances at 1 October 2021		364,700	32,783	397,483	423,490	-	423,490
Fund balances at 30 September 2022		402,140	24,587	426,727	364,700	32,783	397,483

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

ADULT TRAINING NETWORK LIMITED

BALANCE SHEET

AS AT 30 SEPTEMBER 2022

	Notes	2022 £	£	2021 £	£
Fixed assets					
Tangible assets	**14**		60,775		47,436
Current assets					
Debtors	**16**	29,959		29,236	
Investments	**15**	121,235		123,419	
Cash at bank and in hand		257,111		247,842	
		408,305		400,497	
Creditors: amounts falling due within one year	**18**	(35,141)		(50,450)	
Net current assets			373,164		350,047
Total assets less current liabilities			433,939		397,483
Creditors: amounts falling due after more than one year	**20**		(7,212)		-
Net assets			426,727		397,483
Income funds					
Restricted funds			24,587		32,783
Unrestricted funds - general			402,140		364,700
			426,727		397,483

The financial statements were approved by the Trustees on 29/6/23

Fawzy Adam
Trustee

Keeranpal Kaur
Trustee

Company Registration No. 04286151

1 Accounting policies

Charity information

Adult Training Network Limited is a private company limited by guarantee incorporated in England and Wales. The registered office is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's [governing document], the Companies Act 2006, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" ("FRS 102") and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019). The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention, [modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value]. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

1 Accounting policies **(Continued)**

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement, and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Support costs are those costs incurred directly in support of expenditure on the objects of the charity and include project management.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers & equipment	25% reducing balance
Fixtures, fittings & equipment	25% reducing balance
Motor vehicles	25% reducing balance

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1 Accounting policies **(Continued)**

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

1.12 Leases

Leases are classified as finance leases whenever the terms of the lease transfer substantially all the risks and rewards of ownership to the lessees. All other leases are classified as operating leases.

Assets held under finance leases are recognised as assets at the lower of the assets fair value at the date of inception and the present value of the minimum lease payments. The related liability is included in the balance sheet as a finance lease obligation. Lease payments are treated as consisting of capital and interest elements. The interest is charged to net income/(expenditure) for the year so as to produce a constant periodic rate of interest on the remaining balance of the liability.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Grants

	Unrestricted funds general 2022 £	Unrestricted funds general 2021 £	Restricted funds 2021 £	Total 2021 £
Grants receivable	638,942	238,580	43,711	282,291
Grants receivable for core activities				
MI Comptsolutions	32,320	19,580	-	19,580
Wandsworth Borough Council	-	43,147	-	43,147
Richmond upon Thames College	245,976	153,484	-	153,484
Slough Borough Council	-	2,400	-	2,400
Merton Council	48,203	13,425	-	13,425
North Hertfordshire College	27,840	-	-	-
Charities Aid Foundation	170,000	-	-	-
Buckingham County Council	2,922	159	-	159
Hertfordshire Council	91,681	6,619	-	6,619
Paddington Trust	20,000	-	-	-
Other	-	(234)	43,711	43,477
	638,942	238,580	43,711	282,291

4 Other trading activities

	Total 2022 £	Unrestricted funds general 2021 £
Other income	-	3,628

5 Investments

	Unrestricted funds general 2022 £	Unrestricted funds general 2021 £
Interest receivable	24	6

6 Other income

	Unrestricted funds general 2022 £	Unrestricted funds general 2021 £
Net gain on disposal of tangible fixed assets	2,307	-
Insurance claim received (Covid 19)	-	93,706
	2,307	93,706

7 Charitable activities

	Richmond College	Merton Council	MI Compt Solution	CAF	Herts County Council	Paddington Trust	Other Funds	Total 2022	Total 2021
	£	£	£	£	£	£	£	£	£
Staff costs	152,782	29,940	20,075	105,591	56,945	12,422	19,107	396,862	229,800
Depreciation and impairment	8,196	-	-	-	-	-	-	8,196	10,928
Exam fees, courses and licences	7,519	1,474	988	5,197	2,803	611	940	19,532	9,518
IT costs	540	106	71	373	201	44	68	1,403	1,211
Hospitality and subsistence	477	93	63	329	178	39	60	1,239	508
Motor and travel expenses	3,283	643	431	2,269	1,223	267	411	8,527	3,300
Consultancy and work placements	2,280	447	300	1,575	850	185	285	5,922	5,627
Printing, postage and stationery	4,456	873	586	3,080	1,661	362	557	11,575	7,244
Training and other costs	65	13	9	45	24	5	8	169	(179)
	179,598	33,589	22,523	118,459	63,885	13,935	21,436	453,425	267,957
Share of support costs (see note 8)	144,389	501	336	1,766	952	208	320	148,472	129,951
Share of governance costs (see note 8)	7,800	-	-	-	-	-	-	7,800	7,800
	331,787	34,090	22,859	120,225	64,837	14,143	21,756	609,697	405,708
Analysis by fund									
Unrestricted funds - general	323,591	34,090	22,859	120,225	64,837	14,143	21,756	601,501	
Restricted funds	8,196	-	-	-	-	-	-	8,196	
	331,787	34,090	22,859	120,225	64,837	14,143	21,756	609,697	
For the year ended 30 September 2021									
Unrestricted funds - general	408,870	109,698	-	-	139,616	-	339,062		394,780
Restricted funds	10,928	-	-	-	-	-	-		10,928

7 **Charitable activities** **(Continued)**

319,847	21,698	117,197	69,927	10,727	258	262,489	405,708

8 Support costs

	Support costs	Governance costs	2022	2021	Basis of allocation
	£	£	£	£	
Depreciation	6,638	-	6,638	4,884	Pro rata to income
Rent, rates and service charges	123,364	-	123,364	110,085	Pro rata to income
Repairs and cleaning	-	-	-	124	Pro rata to income
Insurance	4,790	-	4,790	4,601	Pro rata to income
Interest on HP	380	-	380	-	Pro rata to income
Advertising	168	-	168	175	Pro rata to income
Telephone and internet	5,479	-	5,479	2,367	Pro rata to income
Bank charges	638	-	638	802	Pro rata to income
Legal fees	205	-	205	(37)	Pro rata to income
Book keeping	6,810	-	6,810	6,950	Pro rata to income
Audit fees	-	4,200	4,200	4,200	Governance
Accountancy	-	3,600	3,600	3,600	Governance
	148,472	7,800	156,272	137,751	
Analysed between					
Charitable activities	148,472	7,800	156,272	137,751	

Governance costs includes payments to the auditors of £4,200 (2021- £4,200) for audit fees.

9 Auditor's remuneration

Fees payable to the charity's auditor and associates:	2022	2021
	£	£
Audit of the charity's annual accounts	4,200	4,200

10 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

11 Employees

Number of employees

The average monthly number of employees during the year was:

	2022 Number	2021 Number
Administrative staff	4	4
Other staff	20	17
	24	21

Employment costs	2022 £	2021 £
Wages and salaries	346,510	688,249
Social security costs	21,404	54,452
Other pension costs	28,948	42,873
	396,862	229,800

The number of employees whose annual remuneration was £60,000 or more were:

	2022 Number	2021 Number
£60,000 to £70,000	-	1
£70,000 to £80,000	1	-

12 Net gains/(losses) on investments

	Unrestricted funds general 2022 £	Unrestricted funds general 2021 £
Gain/(loss) on sale of investments	(2,332)	70

13 Taxation

The charity is exempt from tax on income and gains falling within section 505 of the Taxes Act 1988 or section 252 of the Taxationof Chargeable Gains Act 1992 to the extent that these are applied to its charitable objects.

14 Tangible fixed assets

	Computers & equipment	Fixtures, fittings & equipment	Motor vehicles	Total
	£	£	£	£
Cost				
At 1 October 2021	107,688	7,175	42,165	157,028
Additions	-	3,503	25,388	28,891
Disposals	-	-	(16,990)	(16,990)
At 30 September 2022	107,688	10,678	50,563	168,929
Depreciation and impairment				
At 1 October 2021	63,368	5,614	40,610	109,592
Depreciation charged in the year	11,008	1,338	2,488	14,834
Eliminated in respect of disposals	-	-	(16,272)	(16,272)
At 30 September 2022	74,376	6,952	26,826	108,154
Carrying amount				
At 30 September 2022	33,312	3,726	23,737	60,775
At 30 September 2021	44,032	1,849	1,555	47,436

15 Current asset investments

	2022	2021
	£	£
Listed investments	121,235	123,419

These are valued as at 30.09.2022 and the potential corporation tax liability is £148.

16 Debtors

	2022	2021
Amounts falling due within one year:	£	£
Trade debtors	11,377	6,913
Rent deposit	6,582	6,175
Other debtors	2,695	9,398
Prepayments and accrued income	9,305	6,750
	29,959	29,236

17 Finance lease commitments

The company purchased a car under finance lease. The average lease term is 4 years. The average effective borrowing rate for the year was 6%. Interest rates are fixed at the contract date. All leases are on a fixed repayment basis and no arrangements have been entered into for contingent rental payments.

18 Creditors: amounts falling due within one year

	Notes	2022 £	2021 £
Bank overdrafts	19	245	8
Obligations under finance leases	17	3,091	-
Corporation tax payable	15	148	-
Other taxation and social security		5,928	22,413
Trade creditors		12,546	13,769
Other creditors		3,548	4,726
Accruals and deferred income		9,635	9,534
		35.141	50,450

19 Loans and overdrafts

	2022 £	2021 £
Bank overdrafts	245	8
Bank loans	7,212	-
	7.457	8
Payable within one year	245	8
Payable after one year	7.212	-

20 Creditors: amounts falling due after more than one year

	Notes	2022 £	2021 £
Bank loans	19	7,212	-

21 Analysis of net assets between funds

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £
Fund balances at 30 September 2022 are represented by:						
Tangible assets	60,775	-	60,775	14,653	32,783	47,436
Current assets/(liabilities)	373,164	-	373,164	350,047	-	350,047
Long term liabilities	(7,212)	-	(7,212)	-	-	-
	426,727	-	426,727	364,700	32,783	397,483

22 Related party transactions

During the year there were no related party transactions.

ADULT TRAINING NETWORK LIMITED

England & Wales - Charity number 1093609

Accounts

Charity registration number 1093609

Company registration number 04286151 (England and Wales)

ADULT TRAINING NETWORK LIMITED

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 SEPTEMBER 2021

ADULT TRAINING NETWORK LIMITED

LEGAL AND ADMINISTRATIVE INFORMATION

Trustees	Adam Fawzy Beulah Lyn Felstead Keeranpal Kaur Reema Begum Sonia Khokhar
Secretary	Mr S Singh Gill
Charity number	1093609
Company number	04286151
Principal address	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Registered office	Unit 3 Triangle Centre 399 Uxbridge Road Southall Middlesex UB1 3EJ
Auditor	RehncyShaheen Chartered Accountants 1276/1278 Greenford Road Greenford Middlesex UB6 0HH

ADULT TRAINING NETWORK LIMITED

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ADULT TRAINING NETWORK LIMITED

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 30 SEPTEMBER 2021

The trustees present their annual report and financial statements for the year ended 30 September 2021.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's Memorandum and Articles of Association incorporated on 12th September 2001 and as amended on 15th April 2002 , the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

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.

Public benefits statement

The trustees have complied with section17 of Charities Act 2011 with regard to public benefit guidance issued by the Charity Commission.

Staffing

In the period August 2020 – July 2021, ATN Southall employed a total of 16 staff members, who served various programmes funded by RUTC, Wandsworth Council and MI Computer Solutions. It included the Director, Centre Manager, a consultant, one full time administrator, one lead Quality Assurer, an Outreach Officer, 6 ESOL/Functional Skills tutors, one part time ICT tutor, one part time cleaner, one part-time finance coordinator and a full time Network Engineer.
In Stevenage centre there were a total of 5 members of staff employed to serve learning programmes funded by HAFLSS. Staffing included: 3 part time tutors to deliver ESOL and Digital Skills programmes and 2 administrators. In Merton and Slough 2 parttime Digital Skills Tutors were employed.

Staff Development and training

There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved learner attainment. During 2020–21 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:

CPD Activities
Staff training & review of Policies (E&D, Safeguarding, H&S, Information security, Code of Conduct, Prevent & British values, OTLA, whistle blowing, fraud prevention, Business Ethics, Quality Charter, etc.)
Safeguarding vulnerable adults
Equality and Diversity
Prevent
British Values
Matrix readiness
Understanding ESFA Funding rules
Understanding Ofsted Framework
Standardisation of Marking
Gaining Gateway Accreditation for Digital Skills Qualifications
Target Setting
Written Corrective Feedback - Cambridge University Press ELT
Conducting online sessions on Zoom
Recruitment and enrolment
Level4 Award in IQA
Understanding Language Acquisition and comprehensible input
Task based Teaching and Task supported teaching
PPP VS Task based teaching of English
Setting SMART targets
Engaging language learners from home
Delivering online sessions effectively
Strategies for teaching grammar online

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
- Functional Skills English level
- Functional Skills Maths Entry
- 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 2020 – JULY 2021

In the year 2020/21 ATN offered a variety of projects and courses from various locations across England, for a range of funders and prime contractors.

Richmond upon Thames College (RUTC)

	2018/19	2019/20	2020/21
Starts	578	521	160
Retention rate	96%	90%	94%(150)
Pass rate	96%	94%	92% (138)
Achievement rate	92%	85	86%

Retention rate has improved by 4% from previous year's 90%. Achievement rates for overall are 86%, which demonstrate an increase of 1% from the previous year, following a notable decline of 7% from the year before. This is a substantial achievement, given the challenges that have been faced in this academic year affected by the pandemic COVID 19. The improved retention, pass, achievement and attendance rates are mainly due to the high quality teaching, learning and assessments carried out throughout the programmes and robust QA systems in place.

Staff evaluate learners' prior knowledge well, using robust systems of assessment to inform and set appropriately challenging targets from learner to learner. This enables students to progress at their own pace in areas that are important for their needs, and provides effective measures to extend lesson plans if needed. ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. Learners are assessed on entry to ATN to gain a baseline from which their journey will commence, and we consider their prior learning and qualifications to ensure they progress at ATN. Target setting is appropriately challenging to enable learners' success and learning is then tailored to facilitate the meeting of these targets.

There are clear learning journeys for students to ensure that the curriculum is devised in a manner that suits their learning abilities / needs and future goals. "The learners were very interested in the topic and all made positive contributions throughout, their individual comment highlighted their interest, and were keen to display their own household objects by way of examples." (OTLA report, 16/2/21).

Tutors continue to provide quality teaching, learning and assessment. Observations are ungraded but enable a focus on continued development and improvement of teaching and learning. "All learners were present on time and participated enthusiastically, being constantly encouraged to make individual contributions through directed questioning and invitations to contribute and show understanding." (OTL report, 16/2/21)

Good learner engagement and stretching of learning. In lessons observed students are engaged, challenged and work collaboratively with their peers. This has helped them to develop competence to learn independently.

The development of softer skills, such as students' confidence, self esteem and independence, are also a key focus of the organization. "Excellent development of learner autonomy. All learners are confident and comfortable and are able to carry on their learning although there were IT issues that could interrupt learning. The more competent learners were proactive to lead the class by initiating discussion on the use of poetic devices and start composing poems." (OTLA report, 16/2/21).

Excellent implementation of remote learning. To support learning, ATN uses Information Technology (IT) well. This is an area that is ever advancing and ATN is keen to use technology to enable independence. During lockdown we implemented the use of Zoom to deliver learning programmes, providing us with a tool that enabled engagement whilst students were at home and staff were working remotely.

Employment rate	
2018/19	5%
2019/20	5%
2020/21	6%

In 20/21 employment rate increased by 1% from last year's 5%. This had remained the same in the previous year, 2018/19 too. Considering the impact of COVID19 globally on labour market, attainment of improved employment rate is an extremely impressive achievement.

Areas to improve

- Significant decline in learner enrolments. In 2019/20 ATN enrolled 521 learners and 578 in the previous year. However, in 2020/21 the enrolments were lowest at 160, which is 70% less than 2019/20. This is mainly due to the limited funding allocation from RUTC.

- Assessors' improve their assessment practices of writing samples of evidence of outcomes by Oct 2021. EQA reports identify that further improvement required in relation to sample writing by Functional Skills in English assessors as the current documentation does not clearly capture the evidence as required for Speaking Listening and Communication modes. "IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. (FS English EV report, 4/5/21)

- Increase the number of enrichment activities for the welfare of learners especially, to promote a healthy lifestyle. COVID has impacted upon the enrichment activities learners could undertake during 20/21. Learning walks and minutes of meetings suggest the need for more enrichment events which could have been carried out online such as visiting virtual museums and attending various online workshops for their personal development. Improve opportunities for learners to take part in a variety of enrichment activities.

Partnership with HAFLSS

What went well in the funding year?	What are the areas of focus for the next funding year?
1. Achievement of outstanding outcome rates leading to significant increase in retention, achievement and pass rates.	1. Improve attendance and punctuality rates by monitoring regularly and action absenteeism in a timely fashion.
2. Excellent implementation of remote learning.	2. Further improve assessment practices to ensure consistency in marking and improving writing samples
3. Integration of equality and diversity in all areas of ATN continue to be good with no significant achievement gap.	3. Enhance tutor skills to provide more effective written feedback to learners 'on what to do to move forward' from all tutors.

	2018/19	2019/20	2020 / 21
Starts	**207**	**197**	**146**
Retention rate	**93%**	**84%**	**97%**
Pass rate	**88%**	**84%**	**98%**
Achievement rate	**82%**	**71%**	**96%**

ATN continues to deliver education to a high standard relevant to all levels of ability and has maintained the good quality of provision. "The quality management and processes of ATN came across well. There is a clear ethos of quality assurance, demonstrated by the in depth knowledge of the Quality Manager and tutors being upskilled through IQA and Assessor qualifications. " (HAFLSS Deep Dive report, March 22, 2021).

Excellent implementation of remote learning. To support learning, ATN uses Information Technology (IT) well. This is an area that is ever advancing and ATN is keen to use technology to enable independence. During lockdown we implemented the use of Zoom to deliver learning programmes, providing us with a tool that enabled engagement whilst students were at home and staff were working remotely. ATN recognises the importance of continuing to invest in IT to support learners to achieve in their studies and to be more independent in their daily lives whilst keeping them safe. ATN has ensured that e-safety is focused on by the implementation of e safety leads and deputies and providing learning and guidance to remain safe online. In addition, the use of Microsoft Teams had a significant impact for organisational efficiency in many ways. It has meant that management team and staff alike can quickly communicate and join up virtually to make immediate decisions. Remote learning was beneficial as it increased the number of attendees.

	Aims	Learners	Overall Retention	Overall Pass	Overall Achievement
Ethnicity					
All	146	52	97.30%	98.60%	95.90%
No	58	26	96.60%	98.20%	94.80%
Other ethnic group	9	6	100.00%	100.00%	100.00%
Any other ethnic group	9	6	100.00%	100.00%	100.00%
White	49	20	95.90%	97.90%	93.90%
Any other white background	48	19	95.80%	97.80%	93.80%
English / Welsh / Scottish / Northern Irish / British	1	1	100.00%	100.00%	100.00%
Yes	80	23	97.50%	98.70%	96.30%
Asian or Asian British	24	9	95.80%	95.70%	91.70%
Any other Asian background	7	1	100.00%	100.00%	100.00%
Bangladeshi	1	1	100.00%	100.00%	100.00%
Indian	2	1	100.00%	100.00%	100.00%
Pakistani	14	6	92.90%	92.30%	85.70%
Black / African / Caribbean / Black British	6	1	100.00%	100.00%	100.00%
Any other Black / African / Caribbean background	6	1	100.00%	100.00%	100.00%
Mixed / multiple ethnic Group	13	5	100.00%	100.00%	100.00%
Any other Mixed / multiple ethnic background	6	3	100.00%	100.00%	100.00%
White and Asian	2	1	100.00%	100.00%	100.00%
White and Black African	5	1	100.00%	100.00%	100.00%
Other ethnic group	37	8	97.30%	100.00%	97.30%
Arab	37	8	97.30%	100.00%	97.30%
Unknown	8	3	100.00%	100.00%	100.00%

In 2020/21 achievement of attendance was lower than previous years. In 2019/20 learners' attendance and punctuality to lessons were a 77%. However, in 2020/21 this has declined to 76.30. "Attendance on accredited learning needs to improve. More robust processes aroun attendance and chasing absences may support this in moving forward. " (HAFLSS Deep Dive report, March 22, 2021).

Progression – 2020/21	
Employment rate	19.23%
Positive progression into further learning & employment	58%

All learners gain skills relevant to employment they are looking for by employability skills development elements built into the curriculum. ATN's priority is on the preparation of learners for achieving their life goals rather than the gaining of qualifications that will not significantly impact the success of a learner. There are clear learning journeys for learners to ensure that the curriculum is devised in a manner that suits their learning abilities, needs and future goals. 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. Wider skills are embedded well in schemes of work and lesson planning. There is a clear ethos around building wider skills effectively and meaningfully into the curriculum. "All learners' personal goals and learning outcomes were clearly identified in the ILP and 1:1 support provided to the learners with additional learning support requirements. "(OTL report, 20/10/20).

2 Overview of Provider outcomes – Quality of Education, Impact					
Data summary	**2018-19**	**2019-20**	**2020-21**	**MAL total 2020-21**	**National Average 2019-20:** **All Providers** / Other Public Funded ACL providers
Contract target number of learners		26	42		
Actual number of learners		26	42		
Number of enrolments		26	42		
Overall attendance rate %		72%	87%		
Overall retention rate %		92.31%	100%		
Overall pass rate %		58.33%	98%		
Overall achievement rate %		53.85%	98%		
Accredited (ASB) enrolments		26	13		
Accredited (ASB) attendance rate %		72%	81%		
Accredited (ASB) retention rate %		92.31%	100%		
Accredited (ASB) pass rate %		58.33%	92.30%		
Accredited (ASB) achievement rate %		53.85%	92.30%		
Non-Accredited (CL) enrolments		0	29		
Non-Accredited (CL) attendance rate %		0	92%		
Non-Accredited (CL) retention rate %		0	100%		
Non-Accredited (CL) pass rate %		0	100%		
Non-Accredited (CL) achievement rate %		0	100%		

Profile for Observations of TL&A - Total number of tutors = (3)					
1: Number of observations with no interventions – previously grades 1 and 2		1	2		
2: Number of observations with interventions – previously grades 3 and 4		0	0		
4: Number of learning walks in addition to observations		0	3		

- 40% increase in overall pass and achievement rates.
- 38% increase in achievement rates for accredited learning programmes. Similarly, pass rate too improved by 34%.
- 15% increase in learner attendance rates.
- 100% achievement and pass rate for non-accredited courses whereas accredited learning programmes had 7% less at 92.31%.
- Outstanding retention rate of 100%. In 2019/20 this was 8% lower than the current 100%.

The improved retention, pass, achievement and attendance rates are mainly due to the high-quality teaching, learning and assessments carried out throughout the programmes and robust QA systems in place. In the previous academic year, the outcome rates were mainly due to the courses interrupted by the pandemic.

OTLAs and LWs identified the following strengths:

- Excellent development of learner autonomy.
- Good achievement of lesson objectives.
- Excellent learner feedback
- Good embedding of E&D
- Good sequencing

The areas for improvement identified in LWs and OTLAs are:

- Developing skills such as Maths in English lessons
- Further improving learner behaviour during lessons and tutors developing classroom management skills.
- Further improve active learner engagement in online lessons
- **Quality of Education, Intent** – The quality of education, Intent is good. Staff identify learners' prior knowledge well, using robust systems of assessments to identify, inform and plan adequately challenging targets from person to person. ATN's priority is to prepare learners for their life goals rather than gaining of qualifications.
- **Quality of Education, Implementation** – Quality of education, implementation is good. There are clear learning journeys for students to ensure that the curriculum is devised and learning is delivered in a manner that suits their learning abilities / needs and future goals. There is effective utilisation of RARPA to ensure learners who do not gain externally accredited qualifications have an effective method to monitor progress and achievement.
- **Quality of Education, Impact** - Learning, teaching and assessment are consistently good leading to high outcome rates and overall development of learners. In 20/21 ATN achieved 100% achievement and pass rate for non-accredited courses and accredited learning programmes had 7% less at 92.31%. Achievement of retention rate was outstanding at 100%. In 2019/20 this was 8% lower than the current 100%.
- **Behaviour and attitudes**- Behaviours and attitudes are good. 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. For example, an observation of an online lesson identified learners working well independently when there was a technical issue and tutor could not access the internet for 10 minutes. The learners continued to discuss the elements of poetry and identified various features as tutor would have expected them to do.

- **Personal Development** – Personal development is good. Good support for learners to achieve their personal goals by effectively integrating employability skills development. 100% of OTLAs and audits identify evidences of good embedding of topics such as work life, jobs descriptions, understanding payslips etc. Case studies identify that learners chose ATN because they were advised by their career advisor and also, they wanted to improve their computer skills and use the internet to apply for jobs. "I have overcome my fear to use computers and the internet with the help of the tutor, and now I am confident enough to use digital skills for better job prospects." (case study, 13/7/21).
- **Leadership and Management** – Leadership and management is good. Senior leaders and managers set an ambitious and demanding ethos, mission and culture and continue to steer the organisation skilfully through challenging times. Responsive CPD programme ensures that staff remain current in the skills and knowledge needed to work with the learners at ATN. 100% of staff are adequately qualified and possess and demonstrate excellent knowledge and skills. Rigorous and effective performance management which enhances professional development of teaching staff. 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.
- **Governance** - Leaders and managers provide a clear strategic direction for ATN with regular strategic updates given via SMT and Trustees' meeting agenda items. The Trustees of ATN continue to be effective in overseeing the strategy for continuous improvement. ATN are committed to providing high quality education and recognise the benefits provided by the organization. They have a diverse range of experience, skills and knowledge to be able to provide rigorous support and challenge through the formal and regular meetings in place. The Trustees continue to review strategic priorities and have an ambitious vision for the organization with high expectations of what our students and staff can achieve.
- **Safeguarding** - Safety and safeguarding at ATN is effectively maintained. Learners constantly report that they feel safe at ATN

Improvements made during 2020-21
The overall effectiveness of ATN is good. Evidence confirms that various aspects of teaching learning and assessment, achievement and standards, quality of deliver and leadership and management are good. Managers continue to review the provision effectively to ensure it is relevant to local and national priorities and meets learner needs and interests.

With an upward trend in outcome rates in 20/21 compared to the previous academic year, most students are successful in gaining appropriate skills, knowledge and qualifications. Achievement rates are outstanding for learners on 100% of learning programmes (Functional Skills in English and Digital Skills qualifications) delivered by ATN.
Teaching and learning are good. The courses offered at ATN and progression opportunities serve the needs and interests of the learners well. They also benefit from good guidance and support and very good personal support from teachers and other staff.
High quality integration on ICT into curriculum by embedding online learning into mode of delivery.
Tutors share ATN's high expectations of achievement appropriate to each learner's needs and individual aims. Tutors are sensitive to each student's needs and they are able to work with a wide range of abilities and backgrounds in the classroom as noted in many lessons observed. Inspiring and challenging teaching methods raise aspirations, cater for students' diverse needs and enable development of their learning skills, career plans and well-being, resulting in outstanding pass and achievement rates (98%) and retention (100%) rates although the delivery of learning was affected by COVID 19.

Good learner engagement and stretching of learning. In lessons observed students are engaged, challenged and work collaboratively with their peers. This has helped them to develop competence to learn independently. "Excellent development of learner autonomy. All learners are confident and comfortable and are able to carry on their learning although there were IT issues that could interrupt learning. The more competent learners were proactive to lead the class by initiating discussion on the use of poetic devices and start composing poems. " (OTLA report, 16/2/21)

Teaching methods, resources and assessment methods continue to motivate, inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged. 'Good learner interaction and engagement in activities. For example, all learners completed the online quiz and performed variety of activities as shown by the tutor.' (OTLA report, 24/5/21)

In addition to the internal quality assurance processes, the joint observation carried out by the prime's Quality Manager also confirm good quality teaching, learning and assessment at ATN and the support offered for further development. 'JM observed online session in November along with JV, both agreed on the quality of teaching. The tutor is experienced and used good and relatable examples of the subject area to improve learners understanding. Some improvements have been suggested to enhance the online experience for the learners, but this is early days and ATN have started well.' (Prime's QM comments on Q&P report).

ATN provides excellent individualised, person-centred and 'scaffolded' support for students. Staff are highly qualified and have good participation in professional development which helps raise standards to exceptional levels. According to leaner satisfaction survey analysis 92% of learners have rated quality of teaching they have experienced at ATN as either outstanding or good. "Excellent learner feedback: Learners greatly appreciate that they feel learning at ATN is very valuable and is like a 'family'. "(OTLA report, 16/2/21)

Strengths (Give the key strengths identified from section 3 above.)

- Outstanding outcome rates including retention, achievement and pass rates.
- Teaching methods, resources and assessment methods continue to motivate, inspire and challenge learners and meet their different needs, including the most able and the most disadvantaged.
- Excellent performance management is underpinned by highly effective CPD which enables staff to develop their practice and potential leading to the provision of a very good service to students, which is recognised in the very high rates of student satisfaction.
- Safeguarding monitoring continues to be effective.

This service is not Outstanding yet because:

(Where you judge the service overall to be Good, this will be Outstanding; where the service is Requires Improvement, this will be Good etc.)

- Some aspects of assessment practice requires improvement. EQA reports identify that further improvement required in relation to sample writing by Functional Skills in English assessors as the current documentation does not clearly capture the evidence as required for Speaking Listening and Communication modes. "IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. (FS English EV report, 4/5/21)
- Similarly, EQA report for Functional Skills in English identified that some aspects of assessment practice requires improvement. 'Ensure candidates choice of topics are relevant and challenging enough for higher levels in Functional Skills in English' ((FS English EV report, 4/5/21).
- Further improve attendance rates for entry level accredited learning programmes. Attendance data identify that attendance rate for Functional Skills in English entry level 1 qualification was low at 71%.
- OTL identified that tutors' classroom management skills require improvement to ensure 100% of learners are following the tutor instructions and carrying out learning activities or engaged in some other activities using the internet. There were occasions when a learner sitting at the back row was not monitored well. He spent browsing unrelated websites during a part of the session. (Dig skills OTL report, 16/2/21)
- COVID has impacted upon the enrichment activities learners could undertake during 20/21. Learning walks and minutes of meetings suggest the need for more enrichment events which could have been carried out online such as visiting virtual museums and attending various online workshops for their personal development. Improve opportunities for learners to take part in a variety of enrichment activities.

Partnership with Slough Borough Council

Strength

- High quality teaching, learning and assessment resulting in outstanding retention, pass and achievement rates.
- Effective safeguarding practice in place, including the prevention of radicalisation of learners and compliance with the 'Prevent' duty. 100% of staff attended safeguarding and prevent training during 2020/21.
- High levels of support for learners to help them focus on progression towards their goals. Highly effective teaching, learning & assessment methods and resources inspire and challenge students and meet their different needs. 100% of learners were provided with laptops with internet connection throughout the course. Learners were provided with 1:1 support as and when required.
- Effective embedding of employability skills development within sessions.
- Speaking to the local community and conducting direct marketing through leaflets at the course venue.
- Outstanding pass, achievement and retention rate of 100%.
- Excellent attendance rate of 97%.

Total Possible Attendance Sessions	Actual Attended	Percentage
88	85	96.59

Include: enrolment numbers vs targets, assessment, course content, course organisation, course quality, tutor feedback.	No of learners	Withdrawals	No retained	% retained	No. of full Passed	Partial	Did not Pass	% full Pass	% partial Pass	% Achievement
Digital Skills for All	**8**	**0**	**8**	**100%**	**8**	**0**	**0**	**100 %**	**0**	**100%**

Learner feedback gathered using various tools identify high rate of learner satisfaction. For example, according to satisfaction survey, all learners have identified that the quality of support, advice and guidance they received throughout the course was either outstanding or good. Similar sentiments were expressed by all the learners in relation to gaining self confidence through the course. Improvement of self-confidence during the course was rated by 100% learners as outstanding or good. Most learners wanted to progress to accredited learning programmes in ICT following Non-accredited Digital Skills qualification.

Areas for improvement

- Further improve the spectrum of courses that can be offered. Due to the pandemic ATN had not been able to offer a range of courses to its learners in 2020/21.
- Liaising with JCP and other local external organisations to recruit learners for a range of qualifications such as ESOL, Functional Skills English, Maths and Digital Skills requires improvement.
- Improve marketing for recruitment of learners. Advertise and market ATN's Programmes through social media and establish partnerships with more agencies.
- Improve facilities such as internet connectivity at the course delivery venue, especially for Digital Skills qualifications.

Evaluation of impact of courses on learners

Proactive, day to day, involvement and timely intervention in all aspects of ATN's activities by senior managers leading to excellent achievements. Teaching methods, resources and assessment methods motivate, inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged. Learners show good understanding of ways to improve as a result of frequent, detailed and accurate tutor feedback on their learning. Feedback on learner progress is thorough and timely as well as clear and constructive. Excellent pass and achievement rates were gained mainly because of the high quality teaching, learning and assessment carried out at ATN and result of following robust processes of tracking learner progress in the form of reviews, RAG rating, constant formative feedback, etc.

Tutor used well-planned and often topical activities that promote learning and are relevant to students' needs. Tutors skilfully motivate and inspire learners using a variety of learning activities and a wide range of high quality resources. Tutors ensure that learners are fully engaged in activities by giving clear instructions and accurate demonstrations.

The organisation has an extensive range of control measures in place to ensure due diligence and compliance in all of its operational processes and this is underpinned with a suite of documentation that clearly sets guidelines and parameters for ATN's operations. Policies are in place that ensures students are fully protected under legislation relating to Health & Safety, confidentiality, Equality of Opportunity, diversity and the professional integrity of the organisation is constantly monitored internally and by external funding partners. Learning walk has identified good promotion of E&D, British values. In addition, majority of learners have developed good awareness of Prevent and tackling extremism.

Partnership with Wandsworth Borough Council

During 2020/21 ATN continued the new partnership agreement that was established in the previous academic year between ATN and Wandsworth Borough Council to deliver AEB qualifications. The principal purpose of the provision was to engage adults and provide the skills and learning they need to equip them for work, apprenticeship or further learning. At ATN all courses are designed to lead to a nationally recognised certificate acceptable to prospective employers and/or further education establishments, or to provide job seeking soft skills and motivation to long term unemployed and workless groups, leading to sustained employment.

During 2020/21 114 learners were enrolled on various qualifications such as ESOL Skills for life, Functional Skills in Maths and English, Digital Skills and non accredited ESOL. Overall achievement rate has improved by 25% and was recorded at 92.11%. Retention rate was recorded at 95.61%. Pass rate was outstanding at 96.33%. However, this is 4 % less than previous year's 100%.

Key points identified in WLL Quality monitoring report

- All staff members have completed required CPD activities for Equality & Diversity and Prevent. 100% staff are Safeguarding trained within 2020/21. All staff members have completed subject specific CPD and activities have been recorded.
- Clear evidence that DBS numbers have been submitted for all delivery staff.
- General learner satisfaction rate is above 94% with no significant concerns
- OTLA planner is in place and OTLAs are being completed on a timely basis. 100% of all tutors are planned to be observed during the year, additional OTLA's are completed in line with RAG rating tutor policy.
- Learners achieve well and produce work of a very high standard (Observations, learner work, Learner voice, support records)
- IAG - Concise documentation and completed at agreed schedules
- Personal development including resilience, confidence and independence - Clear evidence documenting how this has been considered, promoted and contextualised relevant to the learners and their local community. (e.g. Tutorial activities, Enrichment, external visits, speakers, leaflets, learner surveys etc) Increasing awareness of Prevent and any relevant National & local risks such as knife crime, abuse, sexual exploitation, extremism & on-line bullying. Promotion of e-safety
- Enrichment activities - Additional activities are being completed with learners to help prepare them in life, by equipping them to be responsible, respectful, active citizens who contribute positively to society
- Preparing learners for future success - Evidence of preparing the learners for future success beyond the Academic. Developing their understanding of fundamental British values and promoting respect for all the different characteristics. (e.g. IAG, Tutorial activities, Enrichment, external visits, speakers, leaflets, learner surveys etc)
- Learners are respectful and behave consistently well. Learners have a positive attitude to their education and are fully supported to achieve if they are struggling. Clear evidence on file to document how this has been considered and recorded. (Learner reviews, Observations, additional support records, tracking sheets, attendance data).
- 95%+ of all registers are completed weekly online and strategies are in place to manage all non-attendance.
- All courses planned/profiled volumes have been met or where changes have been made, these have been discussed and agreed in advance and documentation has been submitted within agreed timeframe. Flexible approach has been adopted due to the demands of Covid – 19. Some courses have been altered to cater for demand and method of delivery has been changed from face to face to online for some courses.

EXTERNAL VERIFICATION & INSPECTION REPORT (City and Guilds)

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 Functional Skills in English and Maths and ICT qualifications. Functional Skills in English and Maths qualifications were verified by City and Guilds in May 2021.

EV report on Functional Skills in English & Mathematics

The centre was awarded Direct Claim Status for Functional Skills in English and Mathematics following the sampling process carried out by Jabeen Ashiq, the External verifier from City and Guilds, on 18/5/2021. The External Verifier commented as follows:

Good remote monitoring activity. The Centre were organised and sent all the records in an orderly manner. QA recommends DCS to continue; improvement/Action Points MUST be met by the next EQA date to ensure quality is not compromised further.

Action points

- Ensure IQA feedback to be detailed and include suggestions and improvements in the various components in English; these need development and must be broken down in: Reading, Writing and S/L/C.
- IQA to ensure assessors develop their S/L/C observation writing skills. These should include demonstration of outcomes opposed to quotes and comments only. Check C&G website for examples of observation reports.
- Standardisation Activities are too generic and do NOT show discussion of questions amongst staff from papers; agreed/disagreed, areas of improvement, how and where to improve; any particular burning questions clarified on papers. This needs development. Papers checked and marked are not collectively concluded.

EV report - ESOL

A good remote monitoring activity. The Centre were organised and sent all the records in an orderly manner including a USB stick with the S/L audio recordings. EQA recommends DCS to continue; improvement/Action Points MUST be met by the next EQA date to ensure quality is not compromised further.

- Ensure IQA feedback is detailed and include suggestions and improvements in the various components in English; these need development and must be broken down in: Reading, Writing and S/L/C.

- Ensure consistency in the accuracy of marking assignments across ALL staff by standardising all components of English Assessments i.e reading, writing and S/L.

- IQA to ensure assessors develop their S/L/C examples of performance writing skills. These should include demonstration of outcomes opposed to quotes only. Check C&G website for examples of observation reports.

MATRIX ACCREDITATION:

ATN is matrix accredited and gained accreditation in July 2007. The accreditation has been renewed every three years since then. In November 2020 ATN's accreditation was renewed.

Although it was reported that 2021 has been a tough year, ATN is beginning to emerge from it with a return to mostly face to face learning at the Centre. This works better for most ATN learners. Not all contractual volumes could be met during Covid, but now in a new phase where ATN is trying to be sustainable through contracts.

There was sufficient evidence of how ATN continues to move forward, and to ensure its IAG offer remains at a high standard, and links to moving people forward towards progression and employment, to enable a decision of 'maintaining accreditation'.

A strength of ATN in working with new and existing contracts is how the team work together to high standards, for maximum effectiveness in provision. Another is the friendly environment created at the Centre, that encourages learners to attend, and includes as well as tutor support, one manager regularly interacting with learners at the Centre to check on their wellbeing.

Financial review

The trustees believe that the company is financially sound. The company is using its resources economically and efficiently in a difficult funding climate for the sector. The charity has maintained steady funding while expending further resources to improve service quality.

Financial Management Policy

The Board of Trustees of ATN recognises the need to manage its finances in a way which is transparent, defensible and ensures the financial well-being of the charity. The Board of Trustees is responsible for ensuring that charity funds are used to further the objectives of the charity. The Board of Trustees will ensure that all appropriate policies and procedures are in place so that the charity's finances are managed correctly and in line with Charity Commission guidance.
The members of the Board of Trustees are collectively responsible for the financial decisions of the charity.

The Board of Trustees will set the financial direction and priorities of the charity.
Members of the Board will receive regular updates on the accounts, any projects linked to finances and may request to see copies of bank statements as well as any other documentation. This is so that they can satisfy themselves that the charity finances are being managed appropriately and the Board is not exposing itself to unnecessary financial risk.

The Treasurer is responsible for managing the charity accounts, ensuring that reports are prepared in good time, the accounts are inspected each year and that the Board is kept informed of any financial matters which affect the long-term viability of the charity.

The Treasurer will provide the Board with an up-to-date summary of the accounts at regular intervals. This should include income and expenditure and should also provide a summary of the overall state of the accounts.

The accounts should be inspected each year in line with Charity Commission guidelines, and the accounts should be prepared and submitted to the Independent Examiner as soon after the end of the financial year as possible. Any income received should be banked as soon as possible and should always be paid into the current account. Money can then be transferred between accounts as required. Similarly, all payments should be made promptly and should also be paid from the current account.

All payments should be authorised by two trustees. Similarly, all cheques should be signed by two trustees and those signing the cheques should not normally be the payee. However, in exceptional circumstances it may be necessary for the payee to sign a cheque and this should be recorded in the next Board Meeting minutes. The person responsible for keeping the accounts should ensure that funds are always available so that all payments will be honoured and the charity does not become overdrawn, thus avoiding bank charges. Before entering into any agreement, the Board of Trustees and the CEO of ATN should be fully aware of the financial cost, what will be delivered, the timescale for delivery and if there is likely to be any variation in cost.

The Board and the CEO should regularly review the agreements into which it has entered to ensure that it continues to receive value for money and that all money being spent continues to further the aims of the charity. If concerns are raised relating to any form of financial irregularity this should be investigated immediately. In the first instance any perceived irregularity should be brought to the attention of the Treasurer or Chair. The Board will also need to consider whether the irregularity should be reported to the Charity Commission, the Police and any other financial organisation.

The trustees have assessed the major risks to which the charity is exposed, and are satisfied that systems are in place to mitigate exposure to the major risks.

FUTURE DEVELOPMENTS & PRIORITIES

From the start of the 2020/21 and through the Covid pandemic, ATN 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 HAFLSS will continue to be fundamental to Adult Training Network's ability to deliver qualification courses in the communities we serve along with funding from MI Computer Solutions, Merton Council, Slough Borough Council and North Hertfordshire College as well as Charities Aid Foundation. The Director is seeking additional contracts from other skills and qualifications providers to supplement any shortfall.

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 42866151. 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.adult-training.org.uk. The Chair of the Board of Trustees is Mr Fawzy Adam and the Managing Director is Mr Sarjeet Singh Gill.

Trustees with special expertise in education and training are recruited through advertising, recommendation from members and from the general members of the charity.
Appointments are made in accordance with the Articles of Association of the Charity, including election to post.
On appointment Trustees are provided with an induction pack which includes the Essential Trustee Handbook detailing roles and responsibilities. Both internal and external training is provided including refresher training where appropriate for Trustees to be more effective in their roles and responsibilities.

The trustees, who are also the directors for the purpose of company law, and who served during the year and up to the date of signature of the financial statements were:

S Bahad (Resigned 1 February 2022)
Adam Fawzy
Beulah Lyn Felstead
Keeranpal Kaur
Reema Begum
Sonia Khokhar

Auditors

RehncyShaheen are deemed to be re-appointed in accordance with an elective resolution made under section 487 (2) of the Companies Act 2006.

Disclosure of information to auditor

Each of the trustees has confirmed that there is no information of which they are aware which is relevant to the audit, but of which the auditor is unaware. They have further confirmed that they have taken appropriate steps to identify such relevant information and to establish that the auditor is aware of such information.

The trustees' report was approved by the Board of Trustees.

.....

Mr S Singh Gill

Director

Date: 24/6/22

ADULT TRAINING NETWORK LIMITED

STATEMENT OF TRUSTEES' RESPONSIBILITIES

FOR THE YEAR ENDED 30 SEPTEMBER 2021

The trustees, who are also the directors of Adult Training Network Limited for the purpose of company law, are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company Law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that year.

In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;

- observe the methods and principles in the Charities SORP;

- make judgements and estimates that are reasonable and prudent;

- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and

- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The trustees are responsible for keeping adequate accounting records that disclose with reasonable accuracy at any time the financial position of the charity and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

ADULT TRAINING NETWORK LIMITED

INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEES OF ADULT TRAINING NETWORK LIMITED

Opinion

We have audited the financial statements of Adult Training Network Limited (the 'charity') for the year ended 30 September 2021 which comprise the statement of financial activities, the balance sheet and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 30 September 2021 and of its incoming resources and application of resources, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared, which includes the directors' report prepared for the purposes of company law, is consistent with the financial statements; and

- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

In the light of the knowledge and understanding of the company and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report. We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the statement of trustees' responsibilities, the trustees, who are also the directors of the charity for the purpose of company law, are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these accounts.

The extent to which our procedures are capable of detecting irregularities, including fraud, is detailed below.

A further description of our responsibilities is available on the Financial Reporting Council's website at: https://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Mr Jasdev Rehncy (Senior Statutory Auditor)
for and on behalf of RehncyShaheen Chartered Accountants

24/6/22

Chartered Accountants
Statutory Auditor

1276/1278 Greenford Road
Greenford
Middlesex
UB6 0HH

ADULT TRAINING NETWORK LIMITED

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 30 SEPTEMBER 2021

	Notes	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £
Income and endowments from:					
Grants	3	238,580	43,711	282,291	452,520
Other trading activities	4	3,628	-	3,628	-
Investments	5	6	-	6	115
Other income	6	93,706	-	93,706	46,852
Total income		335,920	43,711	379,631	499,487
Expenditure on:					
Charitable activities	7	394,780	10,928	405,708	524,362
Net gains/(losses) on investments	12	70	-	70	25,987
Net (expenditure)/income for the year/ Net movement in funds		(58,790)	32,783	(26,007)	1,112
Fund balances at 1 October 2020		423,490	-	423,490	422,378
Fund balances at 30 September 2021		364,700	32,783	397,483	423,490

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

ADULT TRAINING NETWORK LIMITED

BALANCE SHEET

AS AT 30 SEPTEMBER 2021

	Notes	2021 £	£	2020 £	£
Fixed assets					
Tangible assets	**13**		47,436		10,861
Current assets					
Debtors	**16**	29,236		173,318	
Investments	**15**	123,419		123,724	
Cash at bank and in hand		247,842		159,113	
		400,497		456,155	
Creditors: amounts falling due within one year	**17**	(50,450)		(43,526)	
Net current assets			350,047		412,629
Total assets less current liabilities			397,483		423,490
Income funds					
Restricted funds			32,783		-
Unrestricted funds - general			364,700		423,490
			397,483		423,490

The financial statements were approved by the Trustees on 24/6/22.

.....

Fawzy Adam
Trustee

Company Registration No. 04286151

1 Accounting policies

Charity information

Adult Training Network Limited is a private company limited by guarantee incorporated in England and Wales. The registered office is Unit 3 Triangle Centre, 399 Uxbridge Road, Southall, Middlesex, UB1 3EJ.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's [governing document], the Companies Act 2006, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" ("FRS 102") and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019). The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention, [modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value]. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

1 Accounting policies

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement, and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates. Costs of generating funds comprise the costs associated with attracting voluntary income and the costs of trading for fundraising purposes including the charity's shop. Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them. Fundraising costs are those incurred in seeking voluntary contributions and do not include the costs of disseminating information in support of the charitable activities. Support costs are those costs incurred directly in support of expenditure on the objects of the charity and include project management.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers & equipment	25% reducing balance
Fixtures, fittings & equipment	25% reducing balance
Motor vehicles	25% reducing balance

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1 Accounting policies

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Grants

	Unrestricted funds general 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds general 2020 £
Grants receivable	238,580	43,711	282,291	452,520
Grants receivable for core activities				
MI Comptsolutions	19,580	-	19,580	-
Wandsworth Borough Council	43,147	-	43,147	-
Richmond upon Thames College	153,484	-	153,484	283,379
Slough Borough Council	2,400	-	2,400	9,800
Merton Adult Training	13,425	-	13,425	18,500
Government Grant (Covid)	-	-	-	10,000
Buckingham County Council	159	-	159	5,473
Hertfordshire Council	6,619	-	6,619	122,448
Manley Summers	-	-	-	8,965
Other	(234)	43,711	43,477	(6,045)
	238,580	43,711	282,291	452,520

4 Other trading activities

	Unrestricted funds general 2021 £	Total 2020 £
Other income	3,628	-

5 Investments

	Unrestricted funds general 2021 £	Unrestricted funds general 2020 £
Interest receivable	6	115

6 Other income

	Unrestricted funds general 2021 £	Unrestricted funds general 2020 £
Insurance claim received (Covid 19)	93,706	46,852

7 **Charitable activities**

	Richmond College	Merton Adult Training	Manley Summers	Buckingham Council	HAFL	Slough Bor. Council	Other Funds	Total 2021	Total 2020
	£	£	£	£	£	£	£	£	£
Staff costs	147,725	12,869	18,845	41,528	6,370	153	2,310	229,800	330,158
Depreciation and impairment	10,928	-	-	-	-	-	-	10,928	-
Exam fees, courses and licences	6,118	533	781	1,720	264	6	96	9,518	20,404
IT costs	778	68	99	219	34	1	12	1,211	2,314
Hospitality and subsistence	327	28	42	92	14	-	5	508	2,412
Motor and travel expenses	2,122	185	271	596	91	2	33	3,300	7,728
Consultancy and work placements	3,617	315	461	1,017	156	4	57	5,627	8,698
Printing, postage and stationery	4,656	406	594	1,309	201	5	73	7,244	8,407
Training and other costs	(115)	(10)	(15)	(32)	(5)	-	(2)	(179)	291
	176,156	14,394	21,078	46,449	7,125	171	2,584	267,957	380,412
Share of support costs (see note 8)	83,519	7,304	10,655	23,478	3,602	87	1,306	129,951	136,150
Share of governance costs (see note 8)	7,800	-	-	-	-	-	-	7,800	7,800
	267,475	21,698	31,733	69,927	10,727	258	3,890	405,708	524,362
Analysis by fund									
Unrestricted funds - general	256,547	21,698	31,733	69,927	10,727	258	3,890	394,780	
Restricted funds	10,928	-	-	-	-	-	-	10,928	
	267,475	21,698	31,733	69,927	10,727	258	3,890	405,708	
For the year ended 30 September 2020									
Unrestricted funds - general	408,870	109,698	-	-	139,616	-	339,062		524,362
	319,847	20,662	117,197	5,165	139,476	10,331	262,489		524,362

8 Support costs

	Support costs	Governance costs	2021	2020	Basis of allocation
	£	£	£	£	
Depreciation	4,884	-	4,884	3,081	Pro rata to income
Light and heat	-	-	-	1,498	Pro rata to income
Rent, rates and service charges	110,085	-	110,085	110,406	Pro rata to income
Repairs and maintenance	7	-	7	414	Pro rata to income
Insurance	4,601	-	4,601	4,419	Pro rata to income
Cleaning	117	-	117	994	Pro rata to income
Advertising	175	-	175	92	Pro rata to income
Telephone and internet	2,367	-	2,367	5,445	Pro rata to income
Bank charges	802	-	802	964	Pro rata to income
Legal fees	(37)	-	(37)	2,492	Pro rata to income
Book keeping	6,950	-	6,950	6,345	Pro rata to income
Audit fees	-	4,200	4,200	4,200	Governance
Accountancy	-	3,600	3,600	3,600	Governance
	129,951	7,800	137,751	143,950	
Analysed between					
Charitable activities	129,951	7,800	137,751	143,950	

Governance costs includes payments to the auditors of £4,200 (2020- £4,200) for audit fees.

9 Auditor's remuneration

Fees payable to the charity's auditor and associates:	2021	2020
	£	£
Audit of the charity's annual accounts	4,200	4,200

10 Trustees

None of the trustees (or any persons connected with them) received any remuneration or benefits from the charity during the year.

11 Employees

Number of employees

The average monthly number of employees during the year was:

	2021 Number	2020 Number
Administrative staff	4	4
Other staff	17	17
	21	21

Employment costs	2021 £	2020 £
Wages and salaries	303,953	688,249
Social security costs	16,479	54,452
Other pension costs	28,806	42,873
	229,800	330,158

The number of employees whose annual remuneration was £60,000 or more were:

	2021 Number	2020 Number
£60,000 to £70,000	1	1

12 Net gains/(losses) on investments

	Unrestricted funds general 2021 £	Unrestricted funds general 2020 £
Gain/(loss) on sale of investments	70	25,987

13 Tangible fixed assets

	Computers & equipment	Fixtures, fittings & equipment	Motor vehicles	Total
	£	£	£	£
Cost				
At 1 October 2020	57,282	5,195	42,165	104,642
Additions	50,406	1,980	-	52,386
At 30 September 2021	107,688	7,175	42,165	157,028
Depreciation and impairment				
At 1 October 2020	48,979	4,709	40,092	93,780
Depreciation charged in the year	14,677	617	518	15,812
At 30 September 2021	63,656	5,326	40,610	109,592
Carrying amount				
At 30 September 2021	44,032	1,849	1,555	47,436
At 30 September 2020	8,302	486	2,073	10,861

14 Financial instruments

	2021	2020
	£	£
Carrying amount of financial assets		
Instruments measured at fair value through profit or loss	123,419	123,724

15 Current asset investments

	2021	2020
	£	£
Listed investments	123,419	123,724

16 Debtors

	2021	2020
Amounts falling due within one year:	£	£
Trade debtors	6,913	8,087
Rent deposit	6,175	11,675
Other debtors	9,398	148,732
Prepayments and accrued income	6,750	4,824
	29,236	173,318

17 Creditors: amounts falling due within one year

	Notes	2021 £	2020 £
Bank overdrafts	18	8	917
Other taxation and social security		22,413	4,256
Trade creditors		13,769	19,552
Other creditors		4,726	5,784
Accruals and deferred income		9,534	13,017
		50,450	43,526

18 Loans and overdrafts

	2021 £	2020 £
Bank overdrafts	8	917
Payable within one year	8	917

19 Analysis of net assets between funds

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £
Fund balances at 30 September 2021 are represented by:				
Tangible assets	14,653	32,783	47,436	10,861
Current assets/(liabilities)	350,047	-	350,047	412,629
	364,700	32,783	397,483	423,490

20 Related party transactions

During the year there were no related party transactions.