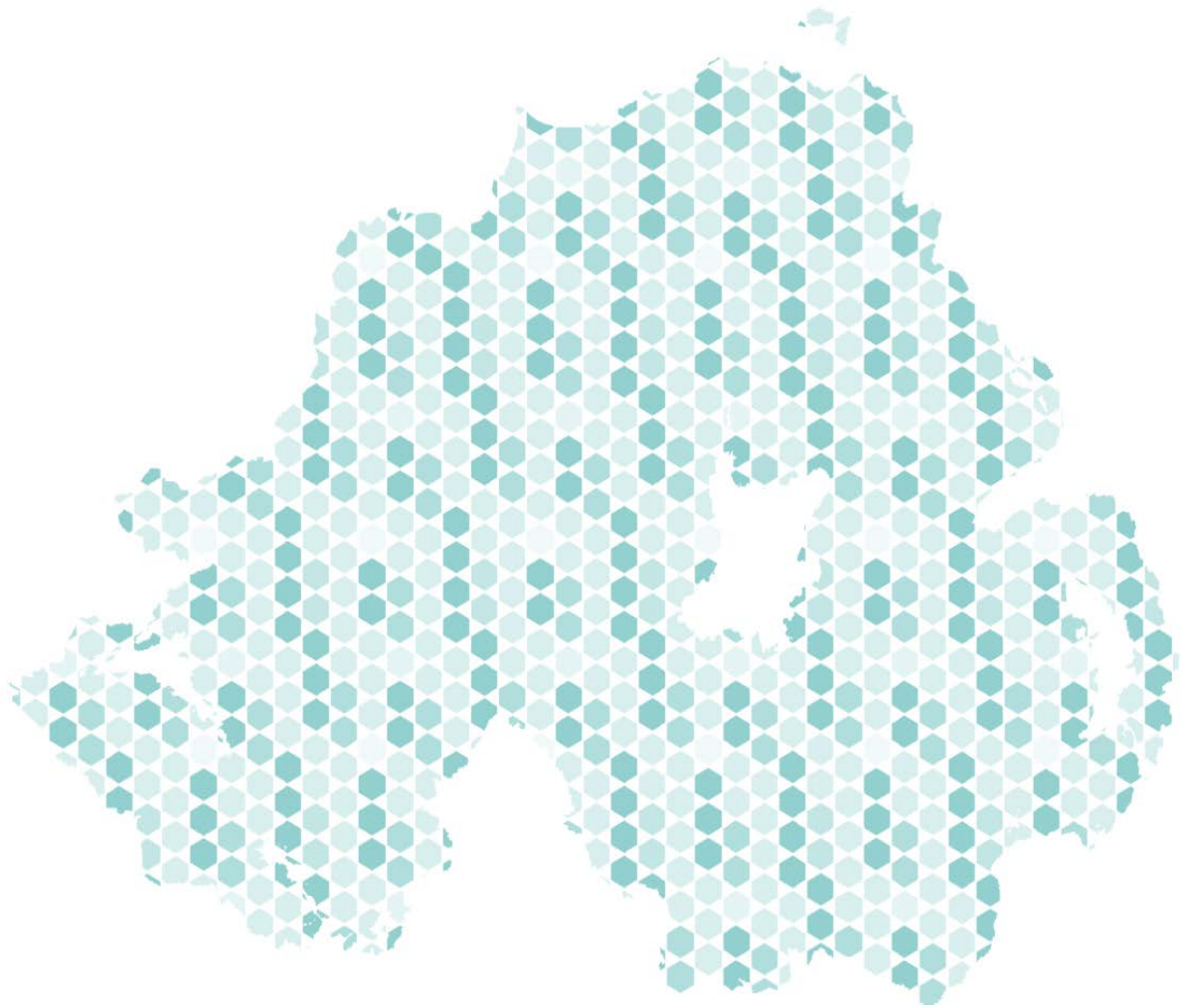


YOUTH INSPECTION



Education and Training
Inspectorate

Ballykeel Youth Centre,
Ballymena, County Antrim

Report of an inspection in
October 2017



The Education and Training Inspectorate
Promoting Improvement

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1. Context

Ballykeel Youth Centre is managed by the Education Authority and employs one full-time youth worker, five part-time youth workers and one voluntary member of staff. The centre is open five evenings each week, and according to data supplied by the leadership, there is currently a membership of 85 young people, aged nine to eighteen years. In September 2017, the centre was re-established as a full-time youth provision from a part-time youth centre. At the time of the inspection there was no afternoon provision.

2. Focus of the inspection

The inspection focused on:

- the outcomes for the learners;
- the quality of the provision; and
- the quality of leadership and management.

3. Overall findings of the inspection

| | |
|----------------------------------|---------------------------------|
| Overall effectiveness | Important areas for improvement |
| Outcomes for learners | Important areas for improvement |
| Quality of provision | Important areas for improvement |
| Leadership and management | Important areas for improvement |

4. Outcomes for learners

As a consequence of the centre operating on a full-time basis, the young people are participating in and enjoying a broader selection of activity and recreation programmes. While a small number of the senior members have engaged in the Millennium Volunteers programme¹ and others are training to become junior leaders, in discussions with the young people they were not sufficiently clear about the contribution that the centre's programmes make to their learning experiences in school.

The senior members engaged enthusiastically with the inspection team and reflected positively on how they have benefitted from previous experiences in the centre, including a Community Relations Equity and Diversity programme. They are keen to participate more effectively in the life of the centre and to progress further into leadership roles and responsibilities.

The small number of senior members who are involved in group work to enable them to work with young people with learning difficulties are developing well their peer mentoring skills. However, the staff need to develop further the junior members' communication skills and encourage them to support and value one another and to interact more positively with the staff, particularly during challenging situations.

¹ Millennium Volunteers is a national programme that recognises volunteering by awarding certificates which are issued by the Department of Education and is open to anyone aged between 14 and 25 years.

5. Quality of provision

Across the provision, there is a range of activities that are beginning to develop the young people's personal and social development skills. Most engage well in the drop-in sessions, football, small group work and other activities. Currently, while there are no accredited courses being delivered, there is good attention given to informal group work with the senior members. The breadth of the curriculum requires review to meet more effectively the interests and specific needs of the junior members.

The staff work enthusiastically to create a safe and welcoming environment that encourages the young people to be themselves, while learning to have an understanding of others. The young people reported that the staff support them well by developing their confidence and self-esteem, which enhances their employment, education and career opportunities.

In the best practice, the staff facilitate well the small group work sessions and are building good working relationships with the senior members. The staff have identified appropriately the need to establish the afterschool provision, which is currently in the early stages of development. Importantly, the planning and self-evaluation by the staff of the individual programmes which they deliver, and in particular, the focus on the young peoples' learning outcomes, are areas for improvement.

Based on the evidence available at the time of the inspection, the organisation's approach to the care and welfare of the young people does not impact positively enough on learning, youth work and outcomes for learners. There is a need for further training for staff on how to deal with challenging behaviour with younger members and to continue to build mutual respect.

6. Leadership and management

The re-establishment of Ballykeel as the first full-time centre in the North Eastern region is a significant development in the provision of youth services. The optimum staffing level, however, to support effectively the full-time nature of the provision requires further consideration, including a more strategic approach to the recruitment and training of part-time staff and volunteers.

The senior managers have a sound knowledge and understanding of the local area and have recently established mutually beneficial partnerships with the local Further Education College and the nearby primary school. However, to develop the centre further, the senior managers need to review and revise the centre's Curriculum Delivery Agreement as a framework for the further development of the centre, to ensure that the provision is clearly articulated and that appropriate measurable and achievable targets are included to promote improvement. The use of data to inform improvement is an area for improvement.

The leadership and management must work more closely with the young people and the local community to develop a clear and coherent development plan to meet more effectively the needs of the young people. Specifically, there is a need to involve young people from the Ballykeel area in the governance and management of the centre to determine their needs and to plan the future provision appropriately.

7. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding young people reflect broadly the guidance from the Department of Education. The young people report that they feel safe in the organisation and that they are aware of what to do if they have any concerns about their safety or welfare. However, the organisation needs to ensure that the training requirements of all of the designated staff are up to date.

8. Overall effectiveness

Ballykeel Youth Centre needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are:

- for the young people to participate more effectively in the life of the centre and for them to progress into leadership roles and responsibilities;
- for the staff to develop effective planning and evaluation of their programmes and demonstrate a clearer understanding of the learning outcomes for the young people; and
- for the leadership and management to review and revise the Curriculum Delivery Agreement as a framework for the further development of the centre, including a more strategic approach to the recruitment and training of staff and volunteers.

The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

Statistical data

Table 1: Total Membership

| Age group | 4-8 | | 9-13 | | 14-18 | | 19-21 | | 22-25 | | Outreach/ Detached | | Total |
|-----------|-----|----|------|----|-------|----|-------|---|-------|---|-----------------------|---|-------|
| | M | F | M | F | M | F | M | F | M | F | M | F | |
| 2014/15 | 10 | 14 | 56 | 48 | 26 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 184 |
| 2015/16 | 13 | 19 | 36 | 42 | 12 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 145 |
| 2016/17 | 13 | 14 | 32 | 42 | 12 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| Current | 0 | 0 | 22 | 41 | 12 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |

Source: data as held by the organisation.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website at [The Inspection and Self-Evaluation Framework \(ISEF\): Youth](#)

Inspectors observed youth work sessions and also held focus group discussions with a small number of the young people. The inspectors held discussions with managers and staff. In addition, the inspectors scrutinised the youth workers' planning and the organisation's self-evaluation reports. The inspectors evaluated the organisation's arrangements for safeguarding young people.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

| | | |
|-------------------------|---|---------------|
| Almost/nearly all | - | more than 90% |
| Most | - | 75% - 90% |
| A majority | - | 50% - 74% |
| A significant minority | - | 30% - 49% |
| A minority | - | 10% - 29% |
| Very few/a small number | - | less than 10% |

Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management:

| |
|-----------------------------------|
| Outstanding |
| Very good |
| Good |
| Important area(s) for improvement |
| Requires significant improvement |
| Requires urgent improvement |

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation:

| |
|--|
| The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement. |
| The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement. |
| The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection. |
| The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection. |

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