

# YOUTH INSPECTION



Education and Training  
Inspectorate

Belvoir Youth Centre, Belfast

Report of an inspection in  
June 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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## 1. Context

Belvoir Youth Centre is an Education Authority (EA) managed purpose built youth centre, opened in 2015 and located in Belvoir estate in South Belfast. The staffing complement includes a full-time centre-based youth worker, five part-time staff, one adult volunteer and eight peer mentors who assist with leadership duties. The centre is located adjacent to Belvoir Primary school, in close proximity to a range of other activity amenities including the Boys' Brigade recreation grounds and the Belfast city council managed Belvoir Activity Centre. The full-time youth worker has completed his post-primary school-based youth work which is carried out in the nearby Breda Academy. At the time of the inspection there were 145 members registered, a steady increase over the past two years, with an average attendance of 23 young people in each session of youth work.

## 2. Views of parents and staff

A small number of parents spoke with members of the inspection team, their responses were wholly positive about all aspects of the centre including the caring and supportive staff team and the good range of programmes and activities provided for their children.

## 3. Focus of the inspection

The inspection focused on:

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

## 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

## 5. Outcomes for learners

The outcomes for the young people are very good with over 60 young people completing personal and health related programmes exploring themes such as relationships, internet safety, communication, physical health and drugs and alcohol. A majority of the young people have participated in a wide range of accredited programmes including level 1 qualifications in social media communication, peer mentoring and leadership in youth work. There are an appropriate range of non-accredited programmes for all age groups where the young people develop their personal and social skills while having fun and socialise well together.

The young people take the opportunities to progress to and participate in leadership roles, for example through the accredited peer mentor programme and as members of the youth forum. The young people spoke confidently about the pathways to leadership which are clear to them and include opportunities to, take an active role in the further development of their centre. The youth forum are engaged, consulted and fully involved in planning their own programmes through ongoing consultation and a nightly pre-session briefing by staff.

They value highly the support from their youth workers and influence effectively the key priorities for development identified by the project. The members of the youth forum had a particular success in achieving an award at the youth Oscar's event earlier this year for their video record of a cultural awareness trip to Poland.

The young people contribute well to discussions and through the programmes and opportunities presented, can articulate clearly how they have gained confidence, can speak in public, have become more independent and developed teamwork skills. They are fully aware how to apply their learning to other aspects of their lives including a small number of the senior members who recognise and build on the connections between their formal and non-formal education. They value the good opportunities to meet with young people from other centres and have spoken positively to members of the inspection team about their positive experiences in the 'Together Building United Communities' programme.

The outcomes of the programmes are evidenced through the high quality video records of their experiences and provide a highly effective medium through which the young people can demonstrate the impact of the programmes on their personal and social development and promotes well the development of their communication skills.

## **6. Quality of provision**

The curriculum is broad, balanced and is matched well to the identified needs of the young people and is informed well through the positive contribution of over 130 local young people. The curriculum provides the young people with good opportunities to meet with and engage with a diverse range of people, including older people and those from other cultures, which encourage the young people to engage in community life as active citizens. For example they participated in an intergenerational project with local senior citizens. The good range of programmes available to the young people include the online security programme for younger members and cultural awareness programmes to Berlin and Poland. The summer scheme provision includes a wide range of activities to suit the varying interests of the members. Activities include opportunities for the young people to develop their horticultural and cooking skills and to engage in a range of outdoor pursuits and related courses

The inclusive learning environment includes programmes for young people who require additional support with their learning, particularly those with ASD. The staff provide a safe and supportive environment which help many vulnerable young people meet their full potential. The experienced staff have a clear understanding of the skills needed to work with this group of young people, this is a key strength of the organisation.

The quality of the youth work ranged from very good to good in all of the sessions observed. In the best practice the written planning was of a high standard; the young people are consulted each evening through a briefing facilitated by staff at the beginning of each session. The activities were matched well to the ages and individual needs of the young people, they provided a fun and engaging environment in which the young people develop their creative skills. The sessions were structured well and the staff engaged effectively with the young people. The young people are given an opportunity to contribute to the suggested evening programme which allows for necessary flexibility in the short-term planning of the programmes. However, the briefing session for the intermediate members needs to be shorter and more sharply focused to keep the young people in this age group fully engaged. At the time of the inspection, reduced numbers were attending the club; consideration could be given to better planning for outdoor activities during periods of sustained good weather. More consideration could be given to the planning and development of outreach work at times when the youth centre has low numbers.

Based on the evidence available at the time of the inspection, the organisation's approach to the care and welfare of the young people impacts positively on learning, youth work and outcomes for learners. The key features include, the mutually respectful working relationships between the young people and the youth workers. There is an agreed standard of behaviour which is well understood by the young people and which promotes positive behaviour and mutual respect. The young people reported that they feel safe in the centre and are aware of what to do if they have any concerns about their safety and well-being.

## **7. Leadership and management**

The area plan reflect well the priorities for youth and meets the identified needs of the young people through good consultation with young people, staff and other stakeholders. The controlled delivery agreement for 2018-19 is comprehensive and sets out twelve main priorities for action in the incoming year. The review of last year's priorities is not evaluative enough, the staff need to evidence more clearly how the overall evaluation informs the action planning process and how it links to the key priorities identified in the controlled delivery agreement.

The staff are deployed effectively, they support each other well, are collegial and are clear about their roles and responsibilities. They receive regular team training each term which is developing well their youth work skills and a nightly evaluation helps capture the key points of the evening. While the staff understand the importance of self-evaluation and review, it is timely that they spend more time understanding the key elements of critical reflection in order to identify what the young people have learnt and importantly how to plan to address areas for improvement.

The centre values the process of moderation and support by the EA and there are good opportunities for further training and development. The staff have completed several appropriate training courses including the development of a virtual tour of the youth centre and four staff members have successfully completed the youth support worker qualification.

The centre has developed positive links with the community, post-primary school and other stakeholders and is seeking ways to further complement youth work delivery in the area. The local post-primary school spoke of the positive contribution that the full-time youth worker is making to young people while delivering the learning together programme with KS3 pupils. However, there remains the need to develop more purposeful links with the local primary school and other relevant local providers to meet more effectively the needs of all of the children and young people in the area.

The accommodation and resources are of a high quality, they are kept well and support effectively the youth work provision and activities.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding young people reflect the guidance from the Department of Education.

## **9. Overall effectiveness**

Belvoir Youth Centre demonstrates the capacity to identify and bring about improvement in the interest of all the learners. There are areas for improvement that the organisation has demonstrated the capacity to address.

The areas for improvement are:

- to be able to demonstrate more clearly how the overall evaluation informs the action planning process linked to the key priorities identified in the controlled delivery agreement;
- to develop more purposeful links with the local primary school and other relevant local providers; and
- to continue to grow the membership of the centre, particularly the 9-13 and 14 plus age groups.

The ETI will monitor the organisation's progress in addressing the areas for improvement.

**Health and safety/accommodation**

1. The metal goalposts used in the sports hall are a health and safety risk and need to be replaced.

## Statistical data

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	12	9	26	26	22	18	0	0	0	0	0	0	113
2015/16	4	5	44	53	15	16	0	0	0	0	0	0	137
2016/17	18	13	37	28	14	16	0	0	0	0	0	0	126
Current	26	20	45	22	15	17	0	0	0	0	0	0	145

**Source:** data as held by the organisation.

\* fewer than 5

N/A not available



### **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 the young people. The inspectors held discussions with a small number of parents, teachers from the local primary school and post-primary schools, staff and other stakeholders. 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. In addition eight members of the youth forum met with members of the inspection team.

## 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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