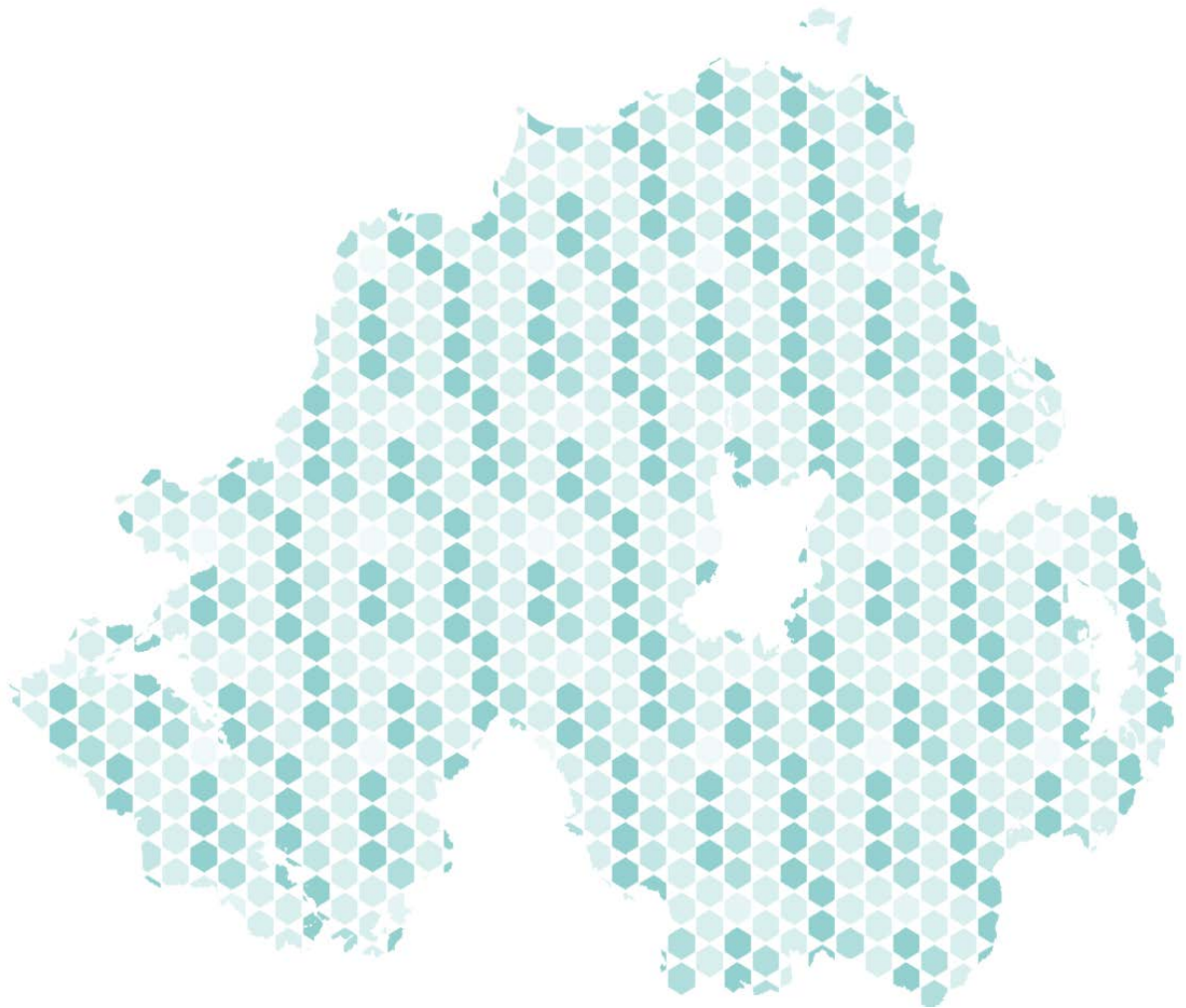


# YOUTH INSPECTION



Education and Training  
Inspectorate

Dunmurry Area Project

Report of an inspection in  
May 2016

## Quantitative terms used by the Education and Training Inspectorate

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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. The ETI will monitor and report on the organisation's progress. There will be a formal follow-up inspection.

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## **1. Inspection method and evidence base**

A team of two Education and Training Inspectorate (ETI) inspectors observed a total of 64 young people in six youth work and school based sessions and also held discussions with some of them in a focus group. The inspectors held discussions with officers and staff from the Education Authority (EA) and the part-time staff. In addition, the inspectors scrutinised the youth workers' evidence files and the organisation's self-evaluation reports. They also observed two Learning Together Programmes<sup>1</sup>(LTP) in a local post-primary school and evaluated the organisation's arrangements for care, guidance and support and for safeguarding young people.

The key questions and quality indicators which guide inspection and self-evaluation of youth organisations, which were applied to this inspection, are available in the Education and Training Inspectorate (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/together-towards-improvement-a-process-for-self-evaluation-youth-sector.pdf>

## **2. Focus of inspection**

In order to promote improvement in the interest of all young people, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- young people's achievements and standards;
- quality of the provision for learning; and
- quality of the leadership and management, including the processes for self-evaluation leading to improvement.

## **3. Context**

At the time of the inspection, the Dunmurry Area Project (project) was located temporarily in Rathvarna Youth Resource Centre in Lisburn, due to the closure for refurbishment of the project's normal base in Stevenson's youth centre. There has been a significant decline in membership over the period 2014-2016 and the number of young people engaged in the project at the time of the inspection was low. Contributing factors for the decline in membership include the significant staff changes and temporary closure of Stevenson's youth centre. According to figures supplied by the organisation, the cohort of young people who attend on a regular basis has reduced to a total of 42, with a fluctuating nightly attendance of between 10-25 young people.

The staff team provide youth work programmes for the geographical areas of Dunmurry village, Seymour Hill and Conway. The EA manages the project and employs one full-time area youth worker, and a small team of part-time paid youth support workers, including two assistant youth support workers.

The project operates outreach and detached youth provision on four evenings a week and use a mobile youth resource that is based in the local community.

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<sup>1</sup> The *Learning Together* Programme is a collaborative working partnership between individual schools and the Youth Service at key stages 2-4.

#### 4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Important areas for improvement

#### 5. Achievements and standards

The youth forum is an enthusiastic group of young people and they have met regularly during the period of closure. They demonstrate the maturity and ability to be more actively involved in the planning, delivery and assessment of their own programmes. They are confident, articulate and have a clear understanding of what they want to achieve.

The young people engage actively in a variety of outreach programmes that are matched well to their needs, they are well motivated and demonstrate good team work skills and relationships with one another. While the length of the evening canoeing session is limited due to transport pick up times, the young people enjoyed the outdoor activities.

In the schools based work, most of the young people engage enthusiastically in their learning and articulate clearly the important life skills they have achieved. The LTP materials, while of a good quality, are not suitable in their current format for a small number of the young people who have additional learning needs. The year 12 cohort have all successfully completed the LTP and they spoke with confidence about their ability to transfer their new skills to other areas and understood how this would benefit their future education, training and career opportunities.

The young people develop good leadership skills through their participation in the summer Together Building United Communities residential which includes a trip to Killyleagh Outdoor Education Centre, a shared History trip to Dublin and a summer youth service diversionary scheme. They spoke to the inspectors about the new friendships which they have made and their increased understanding of others from a diverse range of backgrounds.

In 2015, over 300 young people from six feeder primary schools, participated in a transitions programme, which included peer mentors from Forthill College. The mentors have developed useful leadership skills which they use well to support and befriend younger pupils.

#### 6. Provision for learning

The quality of the youth work sessions observed ranged from very good to having important areas for improvement; most of the youth work practice was of a good or better standard. In the best practice, the staff use their local knowledge well to build trust and confidence with the young people and they use these positive working relationships to create a good learning environment. In the less effective practice, the staff need to plan their work better, so that there is a stronger focus on the young people's achievements and better progression in their learning. Going forward, it will be important that the staff record and use more effectively the session planning and evaluation to help inform future planning.

The small staff team of experienced workers have benefitted from the training in youth work skills, first-aid training and child protection, provided by the EA. The staff are clear about their roles and responsibilities and the purpose of youth work, there is an effective briefing prior to the outreach sessions. They use their experience well to build positive, purposeful relationships with the young people. For example, in the outreach and detached work the good interpersonal skills used by the staff engage, encourage and motivate the young people. In the activity programmes, the staff communicate well with the young people irrespective of their background or ability.

There is a close and effective collaborative working relationship between Forthill College and the project, which is mutually beneficial and meets the needs of young people at risk of underachievement. The year 12 pupils spoke positively to inspectors about the very good facilitation of the LTP and how the combined teaching and youth work methodology helps to create the suitable conditions to enable their learning. In particular, they spoke about how the formal and informal group work had maintained their interest and engagement at a high level and how they will be able to apply the skills learnt in order to progress to the next stage of their development.

The lack of a suitable youth centre for the young people has had an adverse impact on the curriculum; the management and the staff recognise in their planning the need to broaden the range of youth work activities and programmes, so that more young people can develop the necessary skills to help reach their full potential.

The quality of the care and support of the young people is very good. There is mutual respect and trust between the young people and the youth workers; the behaviour, interaction and engagement with the young people was of a consistently high quality. The youth workers advocate at every opportunity on behalf of the young people and work hard in challenging circumstances to engage new young people and to improve the quality of the provision for them.

## **7. Leadership and management**

The staff and management are committed to the continuous improvement of the project. Following the recent period of instability, there is now a more stable environment to strategically develop further the project. The current curriculum delivery agreement is not sufficiently based on robust evaluation and analysis of the needs of the young people. There needs to be more coherent planning at all levels with a sufficient focus on staff development and staffing levels in order to realistically achieve measurable outcomes for the young people. A stronger focus is needed on the learning outcomes for the young people and the evaluation of their progress is not sufficiently recorded. There is a need to improve the processes for self-evaluation leading to improvement; and in the moderation reports a better focus on the learning and progress of the young people.

It is important that the young people are fully involved in planning and self-evaluation to contribute effectively to the governance and vision of the project.

The staff have developed effective community partnerships across the local area, which they use well to support local community groups and to benefit the young people. While there is an inclusive ethos throughout all of the work of the project, the staff are keen to develop further their work with young people from across all of the catchment area who are from different cultures and ethnic minorities.

The staff training is very well facilitated and developing effectively the youth work skills of the staff, however, the Youth Support Worker course is not accredited and therefore limits progression as it is not endorsed by an awarding body, or on the Qualifications and Credit Framework.

On the basis of the evidence available at the time of the inspection, the Dunmurry Area Project has comprehensive arrangements in place for safeguarding children and young people. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspection team, the young people reported that they feel safe with the staff and are aware of what to do if they have any concerns about their safety and well-being.

## **8. Overall effectiveness**

The Dunmurry Area Project needs to address important areas for improvement in the interest of all the learners. In particular, there is a need:

- for the staff and management to have an agreed strategic plan for the development of the project, which involves the young people more effectively in the governance;
- to review the current delivery agreement to ensure that the targets and outcomes are based on a thorough analysis of the young people's needs across the area; and
- to improve the process for self-evaluation leading to improvement in the quality of provision.

There will be a formal follow-up inspection in 12-18 months.

Table 1 - Total membership

Table 1: Total Membership

Age	4-9		10-15		16-18		19-25		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
2012/13									
2013/14			128	150			4	3	285
2014/15	18	17	231	272	20	16	3	6	583
Current					54	43	3	7	107



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