

# YOUTH INSPECTION



Education and Training  
Inspectorate

Saint John Vianney Youth  
Centre, Belfast

Report of an inspection in  
September 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Saint John Vianney is a voluntary controlled youth centre located in the Lower Ormeau Road area of South Belfast. There is a full-time youth worker who is supported by a 30 hour-per-week student placement, a 25 hour-per-week youth support worker (employed through the extended provision programme), eleven part-time paid youth support workers and three volunteers. The centre can be open seven evenings a week, core provision on four evenings and extended provision on two evenings, with availability to open on a Saturday evening when appropriate. A voluntary management committee manage the youth workers and the centre. According to the data supplied by the centre, there has been an average centre membership of 230 over the past three years. In addition, approximately 116 young people each year are engaged through outreach and detached work. At the time of the inspection there was an average of 46 young people attending each session. Many of the young people have complex social and emotional challenges.

## 2. Views of parents

The parents who spoke with members of the inspection team value highly the social skills their young people develop as a result of their attendance at the centre. They praised highly the youth work team and were very satisfied with the programme on offer which they believe is meeting well the needs of their children and young people. In particular, the parents informed the ETI of the well-organised summer scheme and the wide-range of activities that their children enjoyed.

## 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 young people make very good progress in the development of their communication skills which support effectively their personal and social development. They report that they engage more positively in their community, appreciate the value of older citizens and see their learning in a more holistic way. Evidence gathered during the inspection indicated that more than 50 young people achieved accredited and non-accredited training. While the number of young people achieving accredited training is small there have been a good variety of non-accredited training programmes available including: developing resilience; child sexual exploitation; and first-aid training. Progression pathways should be developed further to provide more opportunities for the young people to access a greater range of accredited qualifications that consolidate and enhance their learning.

The well-planned and co-ordinated centre-based activity sessions, residential experiences, educational visits and social trips are enjoyed by all of the members. In discussions with the inspection team, the young people were able to recognize the connections between their youth centre programmes and their work in school and gave examples of how they have developed their wider key skills, in particular, learning for life and work, citizenship and personal and social development.

As they progress along the age-related sections of the centre, they develop flexibility in their thinking and demonstrate, through their supportive behaviour, inclusive values and actions. The young people listen respectfully to one another and moderate their opinions in response to the contributions of their peers and visiting members from other youth centres.

The standards of behaviour and self-management are very good. As a result of their active participation the young people develop a range of important skills, attitudes and behaviours. They are articulate, caring and they contribute positively to their community and wider society. There are excellent working relationships throughout the centre which reflect strongly the positive ethos and shared values of the centre. The senior group participate well in the life and work of the centre, they bring energy and enthusiasm to the activities and most importantly they have fun.

## **6. Quality of provision**

The curriculum is broad and balanced and matched appropriately to the needs and interests of the young people identified through a local needs analysis exercise. There is a strong emphasis on inclusion throughout the programmes and a focus on the seamless integration of young people who come from different cultural backgrounds and have different interests and abilities. The lively junior sessions are well-planned and provide effective support to the 5-10 year old children. The introduction of the junior helpers and the associated reward system is working well, including the members having a good understanding of taking responsibility for mentoring younger children. The homework club provides a small group of younger members with good levels of additional support and help for a range of literacy and other programmes.

There are a number of group work opportunities for the senior age group that are meeting well the mental and physical health needs of the members. The high quality support and guidance for the young people is evident throughout the centre; for example, in the transition and Active Communities sessions which are well-led and facilitated. However, the young people would benefit from having a greater responsibility in delivering their own programmes in order to improve further the good quality of the group work.

The extended provision is used well to provide diversionary programmes and activities at the weekends. There is good evidence of both a well-planned, responsive outreach and detached programme that seeks to provide an alternative to anti-social behaviour in the area which takes place in the nearby 'Walkway' and other identified areas in close proximity to the centre.

The quality of the provision ranged from good to very good, with the majority of sessions evaluated as good. The planning for the individual sessions takes good account of the young people's interests, needs and aspirations. The youth workers create a safe environment which allows for open and honest discussions. In the more effective provision, the young people asked focused questions, used their own ideas and the ideas of others to solve problems and developed routines for turn-taking, sharing and co-operation.

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 high expectations of respectful behavior are agreed, shared and maintained with the members of the centre and in the wider community. The centre works well with outside agencies to support the care and welfare of the children/young people.

## **7. Leadership and management**

The management committee have a range of appropriate skills and demonstrate the capacity to take on new initiatives including the development of a comprehensive risk register. The annual service level agreement helps guide the work of the centre through a detailed action plan with appropriate targets and outcomes for the year. The outcomes and outputs in the action plan link well to the Education Authority area plan and take account of the young people's needs in the local area. The evaluation of the previous year's action plan and associated outcomes are not captured effectively enough. While there is a list of important key successes in 2018-19 and, some evidence of the positive impact of the targets and outcomes, there needs to be a greater emphasis on evaluation leading to improvement.

The relatively young youth work team are led well, they demonstrate maturity and have a deep understanding of the needs and aspirations of the young people. Almost all of the youth workers are from the local community, they know the young people and their families well. The cohesive team use a variety of skills and interests effectively which blend well to provide very good opportunities in a safe environment for the young people. The roles and responsibilities for each member of the team are defined well. The evidence files are of a high quality and contain important information that is gathered consistently across each of the programmes.

There is a good process of ongoing training and development of staff and the annual youth work training event provides useful information for the youth work team on key issues. There is a very capable group of young people who represent the centre well at various levels including the Local Area Group. However, they need to be more involved in the planning, management and evaluation of the centre and their own programmes.

There are well-developed partnerships with key stakeholders that are adding value to the centre's programme. The partnership with Queen's University Belfast provides students with valuable experience in working with young people from inner-city communities and also provides the centre with additional support for the homework programme. There are effective partnerships with the Police Service of Northern Ireland, Active Communities Network and an important link with the National Autistic Society. There is a strong emphasis on developing strategies and partnerships to help improve and promote positive mental health.

## **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.

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.

## **9. Overall effectiveness**

Saint John Vianney 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 continue to develop the processes of self-evaluation to promote further improvement in the outcomes for the young people; and
- to progress the young people's involvement in the planning, management and evaluation of their own programmes.

**APPENDIX A**

**Statistical data**

**Table1: 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	
2016/17	57	56	73	50	16	12	*	*	*	*	64	42	385
2017/18	61	64	51	43	14	12	*	*	*	*	79	58	391
2018/19	58	54	52	47	18	15	11	*	*	*	67	49	379
Current	43	51	57	40	20	21	*	*	*	*	51	47	**337

\* Denotes fewer than 5

\*\*Current Membership only shows young people registered from July 2019 to present

**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, representatives of the management committee, the senior youth officer from the Education Authority, youth workers 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.



## 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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