



Education and Training  
Inspectorate

European Social Fund provision in  
Barnardos

Dr B's Kitchen

Report of an Inspection in  
March 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



# Contents

<b>Section</b>	<b>Page</b>
1. Context	1
2. Focus of the inspection	1
3. Overall findings of the inspection	1
4. Outcomes for learners	2
5. Quality of provision	2
6. Leadership and management	3
7. Overall effectiveness	4

## **Appendix**

- A. Project registrations
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Barnardo's NI is a registered charity and a company limited by guarantee. It is contracted by the Department for the Economy (Department) to provide the Dr B's Kitchen (Dr B's) European Social Fund Project (ESF). The main aims of the project are to provide training, qualifications and work experience within the hospitality sector to enable young people with learning disabilities, aged 16-24, to gain employment. All participants are assigned a key worker for the duration of the project and have the opportunity to undertake accredited level 2 industry qualifications which include: the City and Guilds NVQ Diploma in Hospitality; the Royal Society Public Health (RSPH) in Food Safety; and the RSPH in Health and Safety, and essential skills qualifications in literacy and numeracy up to level 2. They also have the opportunity to complete bespoke training in for example, interview techniques, curriculum vitae building and effective communication, and non-accredited short courses including Learning to Manage Life, Sex and Relationships.

The project is led by the assistant director, supported by a project manager, one employment support worker, three catering instructors/key workers, a business manager and an administrator. All of the training is delivered in the city centre restaurant which is open to the public. At the time of the inspection 22 participants<sup>[1]</sup> were registered on the project. The participants attend five days a week, a total of 35 hours, for a maximum of two years. All of the participants are in a suitable work-experience placement with 11 placed on-site in the restaurant and 11 in external placements.

## 2. Focus of the inspection

In order to promote improvement in the interest of all participants, the inspection linked internal and external approaches to evaluate:

- the outcomes for participants;
- the effectiveness of the self-evaluation and quality improvement planning processes;
- the quality of provision for learning and development; and
- the quality of the leadership and management.

## 3. 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

<sup>[1]</sup> All performance data in this report was provided by the ESF project promoter at the time of the inspection.

## KEY FINDINGS

### 4. Outcomes for learners

Dr.B's has effective links and partnerships with referral agencies, in particular local special schools, to recruit participants to the project. As a result the recruitment target has been exceeded in both year one and year two of the project with 41 participants recruited, against the target of 37 in year one, and 15 recruited against the target of 14 participants in year two to date. The numbers achieving at least two industry qualifications, to date, is below target with 26 against a target of 58 (45%). A key strength of the project is the outstanding progression outcomes into employment. In 2015/16, 27 participants who started in year 1 progressed into employment, exceeding the target of nine. Consequently, the target for progression into training was below target in 2015/16 with four participants against a target of 12. Eleven of the participants are in suitable external work-experience placements which are matched well to their interests and developing well their work-readiness skills, for example improved attendance, punctuality and team-work skills. Almost all of the participants, in the small sample observed, are demonstrating very good standards of industry skills in for example food preparation and table service skills. While the standards of the formative work, including written work are mostly good, there are missed opportunities to develop the participants' independent writing skills and personal capabilities more fully within their professional and technical skills.

The majority of participants are placed in the in-house restaurant open to the public in year one and then progress to an external work-experience placement in year two. However, those participants with fewer barriers to employment are supported to access external work-experience placements and employment opportunities more quickly. This realistic training/work environment enables participants to build their work-readiness skills, for example working against time-bound pressures and developing their customer service skills which they can transfer to an external placement or job. A key strength of the provision is the outstanding retention rates at 98% in year one and 93% in year two to date.

All the participants interviewed report that participation on the project has increased their personal, social and employability skills, in particular their confidence and communication skills and has led to the development of new friendships. They are also supported to develop social networks outside of the project, for example, coffee meetings and cinema trips all of which are developing well their personal, social and employability skills. The parents interviewed also reported very positively on the development and progression made by their children. While the participants' progress is captured against five outcome areas: confidence, self-esteem, experience, qualifications and employability, the project needs to use this information to demonstrate better the impact of the project on the development of the participants' personal and social skills.

### 5. Quality of provision

The appropriate curriculum offer of accredited and non-accredited training opportunities supports effectively participants to gain and sustain employment opportunities. The achievement of two industry qualifications is below target to date, however given that the project duration is two years it is anticipated that the achievement rate will improve. The project promoter has developed good quality bespoke non-accredited training courses, for example interview techniques. There is also a well developed partnership with the Odyssey Trust who facilitate work place visits/tours and mock interviews. All of the participants interviewed reported how this experience had developed their interview preparation and overall work-readiness skills. The curriculum offer includes a schedule of well planned and good quality industry visits and enrichment activities.

A key strength of the project is the mandatory work sampling opportunity which allows all potential recruits to complete a short work-experience placement prior to taking up a training place. This supports and aids well the participants' transition to the project and supports well the positive retention rates to date.

While there is an effective induction process and initial assessment process in place, the initial assessment processes could be strengthened further to include details of the entry profile of the participants matched to distance travelled measurements. For example, recording the number of participants entering the project from other training programmes such as a skills for your life programme and achieving a level 2 qualification and/or progressing to employment would demonstrate the added value of the project. Each participant has a personal development plan (PDP) which identifies appropriately their progress against the five key outcome areas for personal development. The plans are reviewed on a quarterly basis and scored against a grading matrix. However, the PDPs would benefit from more specific and measurable targets to better demonstrate the progress made in the development of the key outcome areas and include tracking on the progress made in the essential skills. While there are also regular work-experience placement reviews, the target setting could be sharper to reflect progress made and to demonstrate better the impact of the training on the sustained employment outcomes.

The quality of the directed training and the learning development sessions in the small sample observed ranged from good to very good. All of the sessions are characterised by strong levels of rapport, support and engagement. In the most effective practice there is evidence of good planning with clear task setting, assessment opportunities and progression in learning.

The care and welfare provided for the participants impacts positively on their development. There is effective signposting to for example counselling through Barnardo's wider services and also to external services, for example welfare advice to support the participants' needs. The participants have the opportunity to join the participant committee which is tasked with planning the accommodation and food for the project's annual residential as well as the organisation of seasonal events. In addition, public transport costs are covered, meals are provided free and all of the participants receive a weekly training incentive. There are also bi-annual events to celebrate the participants' achievements and regular participant involvement in a range of external catering competitions and events in, for example the recent Stormont Big Bake.

## **6. Leadership and management**

There is a five year strategic plan for the project and high levels of regular support for the project team are provided by the assistant director. The project manager is also actively involved in shaping policy through participation in the Not in Education Employment or Training (NEET) Advisory Steering Group. There is a basic management information system which tracks the project's progress against performance targets. The project promoter has plans in place to develop the project's data information systems in line with the introduction of a Barnardo's-wide 'effectiveness strategy'.

The overall quality of the training environment is very good and provides a realistic working environment for the participants both within Dr B's and within the work-experience placements.

There are good lines of communication and support between the management and project team and these are supported by a cycle of regular, fortnightly, meetings. The roles and responsibilities are also clearly defined and the project is responsive to external evaluations. As a result of these evaluations the organisation has increased its continuing professional development opportunities for staff. For example three staff members are completing the Certificate in Teaching which is impacting positively on their practice and a further two staff are enrolled for the qualification in September.

Dr B's has developed strong links and partnerships with a wide range of organisations, employers and external agencies to support the work-experience placement and employment opportunities for the participants. All of the employers interviewed comment on the high level of work-readiness skills demonstrated by participants on entry to their placement and employment, and on the support provided by the project staff. In addition, there are effective links with referral agencies to recruit participants to the project, and also with Belfast Metropolitan College who facilitate the on-site delivery of essential skills in literacy and numeracy.

While the processes for self-evaluation and quality improvement planning are developing well, there are some gaps. For example there is a need for more effective and wider use and analysis of data to inform evaluations in the self-evaluation. The quality improvement plan could also be strengthened by more consistent use of measurable actions to effect improvement.

Based on the evidence available at the time of the inspection, the arrangements for safeguarding participants reflect broadly the guidance from the Department. However, the project promoter needs to:

- update its e-safety policy and safeguarding statement in line with best practice guidelines.

## **7. Overall effectiveness**

Dr B's Kitchen demonstrates the capacity to identify and bring about improvement in the interest of all the participants. There are areas for improvement that the project promoter has demonstrated the capacity to address. The areas for improvement are to:

- include more specific and measurable target setting in the personal development plans to monitor progress against the targets set for achievement and qualifications;
- analyse the performance data to measure, monitor and report on the distance travelled in the participants' personal, social and employability skills, and on their capacity to sustain employment beyond the life of the project; and
- develop the self-evaluation and quality improvement planning processes to include the use of more evaluative language and the clearer identification of key strengths and areas for improvement to demonstrate better the impact of the project.

The ETI will monitor how the project promoter sustains improvement.

**A. Project registrations**

Programme	Numbers of enrolments	% against target
European Social Fund Dr B's Kitchen 2015/2016	41	111%
European Social Fund Dr B's Kitchen 2016/2017	15	107%

**B. Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website [www.etini.gov.uk](http://www.etini.gov.uk).

Two ETI inspectors observed and met with 18 participants in a range of settings including learning and development sessions, focus groups and work-experience placements. Discussions were held with the project management team, three catering instructors/key workers, the employment support worker, the business manager, the project's administrator, three employers, an external agency, the literacy volunteer, the essential skills tutor and two sets of parents. The management information systems, including the tracking and monitoring systems, samples of the participants' work and personal development plans, and the trainers' planning documents were examined. The project promoter's self-evaluation report, quality improvement plan and other relevant documentation were scrutinised.

**C. Reporting 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 ETI use the following performance levels when reporting on Outcomes for learners, Quality of Provision 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 participants. 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 participants. 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 participants. 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 participants. 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.

Key Performance Indicators and Definitions	
<b>Retention</b>	The percentage of enrolments measured over the full duration of their programme.
<b>Achievement</b>	The percentage of participants who completed their targeted individual outcomes.
<b>Progression</b>	The percentage of successful completers who achieved positive progression.



© CROWN COPYRIGHT 2017

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)