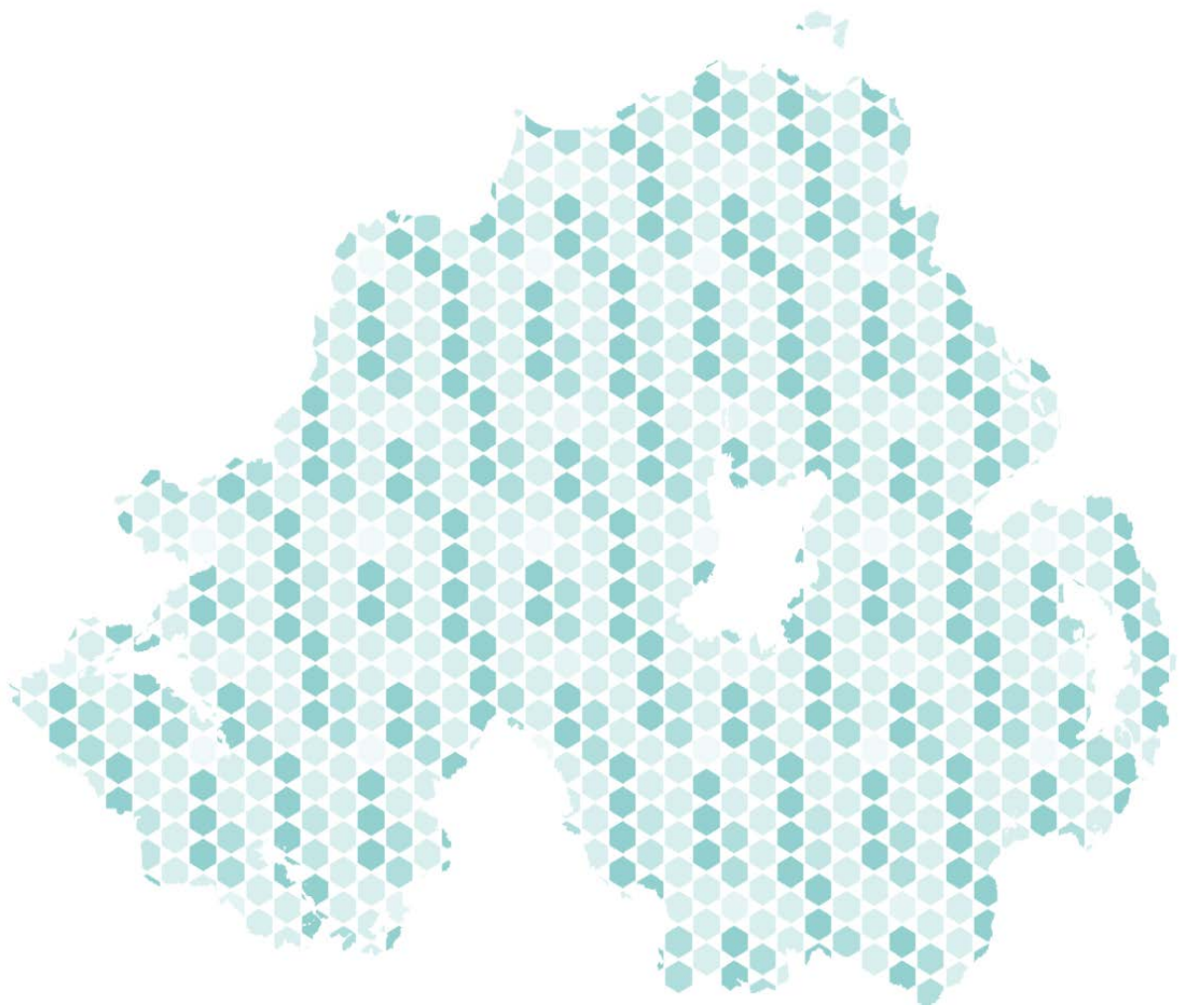


YOUTH INSPECTION



Education and Training
Inspectorate

Carrickmore Youth Centre,
Carrickmore, County Tyrone

Report of an inspection in
February 2017

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The Education and Training Inspectorate
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1. Context

Carrickmore Youth Centre is a full-time youth provision managed by the Education Authority. The Education Authority employs one full-time youth worker, nine part-time paid youth workers and twenty volunteer staff. The centre is open five evenings each week, and according to data supplied by the leadership, there is currently a membership of 250 young people aged 5 to 25 years.

2. Views of parents

In discussions with a small number of parents no issues were raised and they emphasised how they valued the work of the staff and the range of support that their children received, in particular, for those with additional support needs.

3. Focus of 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	Address urgently the significant areas for improvement
Outcomes for learners	Good
Provision for learning	Important areas for improvement
Leadership and management	Requires significant improvement

5. Outcomes for learners

At present, according to statistics provided by the centre, over 100 young people are engaged in accredited and non-accredited programmes, including the Millennium Volunteers Award. While, the young people are developing a range of useful leadership, team-work and facilitation skills through these programmes, in discussion with them, they are unclear about the level, value and currency of the accredited programmes. Similarly, the young people did not understand sufficiently how their learning in youth work programmes benefits and contributes to their formal learning experiences in school.

A significant number of the young people progress into leadership roles and many of the staff team were previously members of the centre. The young people who assume leadership responsibilities, for example, through the '15+ group' and the Irish Language Youth Club are good role models for their peers and contribute effectively to the planning and delivery of the programmes. There is a strong community spirit shared among the young people and the staff. The young people participate in a wide range of youth and sporting provision across the community, and a small number of them represent their peers on the area youth forum.

Across all of the age groups, the young people enjoy the opportunity to learn new skills and are keen to enhance their personal and social development. Through the Irish Language Youth Club, the young people benefit from playing, engaging and conversing socially with one another in Irish. Similarly, through the drama sessions they learn about improvisation, team-work and critique their group performances. While the young people are mostly involved in the planning of the programmes, it is important that they are engaged in more thorough evaluations of their learning to capture and record their individual and group progress.

6. Quality of provision

The overall programme for the centre is mostly organised into specific group work sessions, with only one evening used for general youth provision as a drop-in facility. While this approach is enjoyed by the young people who participate in the programmes, it is important for the centre to review the accessibility of this provision for those young people who are not yet ready to participate in this formalised approach to youth work. While, the curriculum for the younger members is well-structured and suitable for those who are aged 5-10 years, the further development of a more skills-based approach to the activities would enhance the young people's learning. The 11-15 year old members have a good range of group work, including a long-established 'pink ladies group', where the staff build on the young people's knowledge and skills to cope more effectively with issues which they may face in relation to their health and well-being.

The quality of the sessions observed ranged from very good to having important areas for improvement and while there are good examples of planning for improvement in some of the part-time staff evidence files, this reflective practice is not consistent across the staff team, and the quality of the planning of a majority of the sessions is an important area for improvement. In addition, the youth workers do not sufficiently connect their recording and evaluation of individual youth work sessions to their subsequent planning.

Based on the evidence available at the time of the inspection, the approach to the care and welfare of the young people impacts positively on learning and outcomes. The collegial staff team are particularly sensitive and effective in supporting young people with additional needs. In discussions with a small number of young people, they reported that they feel safe in the youth centre and that they are aware of what to do if they have any concerns about their safety or welfare.

7. Leadership and management

The overall monitoring and evaluation by the leadership and management of the individual programmes is underdeveloped. As a consequence, the targets set within the centre's action plan are not informed sufficiently by previous evaluations and require significant improvement. In addition, the moderation of the centre's provision by the Education Authority needs to be more regular, with a clearer focus on the outcomes for the young people, and the quality of the provision for learning.

The voluntary advisory committee offers long-standing support and relevant expertise to the centre staff, and while it is noteworthy that two young people are members, the committee has not had sufficiently regular meetings to guide the work of the centre. Consequently, the young people's experience in governance is underdeveloped. The leadership of the centre has a sound understanding of the local community and has completed an appropriate needs analysis of the young people.

The range of partnerships which the centre has developed across the community increases the resources available to the young people and helps to avoid a duplication of services, for example, their links to the local Gaelic Athletic Association. The partnership with a local post-primary school is valued by both the school and the Education Authority; the school reports that the young people are making good progress in their personal and social development. The future development of this school-based work requires more thorough planning and evaluation to inform future learning activities with the young people.

Based on the evidence available at the time of the inspection the arrangements for safeguarding young people are unsatisfactory. The following areas need to be addressed urgently:

- the registration system for members requires urgent review and improvement;
- all parents need to be aware of how to raise a concern or complaint;
- the notice boards for safeguarding need to be age-appropriate to inform the younger members how to raise a concern; and in addition, the notice boards should have contact telephone details for the designated staff.

The ETI will return to the organisation within six weeks to monitor and report on the arrangements for safeguarding.

8. Overall effectiveness

Carrickmore Youth Centre 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 need to:

- address urgently the issues identified in the management of the safeguarding procedures for the young people;
- improve the quality assurance of the provision through robust monitoring and evaluation of the centre's action plan targets; and
- plan, record and evaluate the learning outcomes of the young people.

There will be a formal follow-up inspection in 18 to 24 months.

Membership

Age group	4-9 years		10-15 years		16-18 years		19-25*years		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
2013/14									
2014/15	94	47	50	42	*	*	0	0	235
2015/16	97	57	57	47	*	5	0	0	267
Current	85	51	49	43	6	15	*	0	250

*denotes numbers fewer than 5

Inspection method and evidence base

The ETI's Inspection and Self-Evaluation Framework which guides inspection and self-evaluation within youth settings is available on the ETI website [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, 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.

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 Achievements and outcomes, 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 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.

ADDENDUM TO THE REPORT ON THE INSPECTION OF CARRICKMORE YOUTH CENTRE, 30 MARCH 2017

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the district inspector returned to Carrickmore Youth Centre as a follow-up to the inspection which took place on 7 February 2017. The purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

On the basis of the evidence available, the revised arrangements reflect the safeguarding guidance issued by the Department of Education.

During the interim period, the centre had received support from the officer and team leader from the Education Authority.

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