A Report on the Quality of Youth Support Services

in

NEWPORT

November 2005

by

Estyn, Her Majesty’s Inspectorate for Education and Training in Wales
The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- primary schools;
- secondary schools;
- special schools;
- pupil referral units;
- independent schools;
- further education;
- adult community-based learning;
- youth support services;
- LEAs;
- teacher education and training;
- work-based learning;
- careers companies; and
- the education, guidance and training elements of Jobcentre plus.

Estyn also:

- provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- makes public good practice based on inspection evidence.

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Introduction

Estyn carries out inspections of young people’s partnerships in accordance with the requirements of the Learning and Skills Act, 2000. For the inspection of youth support services, inspection activity may:

- be general or in relation to specific matters;
- relate to a specific person or institution providing services or to a specific class of person or institution; and
- relate to a specific area.

The Young People's Partnership (YPP) is the mechanism for delivering youth support services to young people in Wales. The term refers to the partnership led by the local authority, which plans, co-ordinates and oversees all youth support services in an area in line with the statutory framework of the Learning and Skills Act 2000. ‘Extending Entitlement’ and associated directions and guidance set out the framework for the provision of youth support services in Wales and the responsibilities of local authorities.

Youth support services are those services provided, procured or facilitated by a local authority and identified in an area partnership delivery plan. They are those which, in the opinion of the Welsh Assembly Government, ‘will encourage, enable or assist young persons (directly or indirectly):

(a) to participate effectively in education or training;
(b) to take advantage of opportunities for employment; or
(c) to participate effectively and responsibly in the life of their communities.’

‘Cymorth’ is the Children and Youth Support Fund. It aims to provide a network of targeted support for young people within a framework of universal provision, in order to improve the life chances of children and young people from disadvantaged families.

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Grade descriptions

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1  good with outstanding features
Grade 2  good features and no important shortcomings
Grade 3  good features outweigh shortcomings
Grade 4  some good features, but shortcomings in important areas
Grade 5  many important shortcomings

The provider is required to produce an action plan within 50 days of receiving this report. The action plan must show what the provider is going to do about the recommendations contained in the report.
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Quality and Standards in Education and Training in Wales
A Report on the Quality of Youth Support Services in Newport, November 2005

Context

The area

1 Newport is the newest city in Wales and the third largest after Cardiff and Swansea. It has an estimated population of 139,300. Of this, 27.5% are aged 18 and under, slightly higher than the Welsh average of 23%.

2 Newport is an industrial city surrounded by rural villages. There are strong contrasts across the city’s population, with affluent communities and areas of deprivation side by side. While Newport attracts inward investment, it continues to face the social difficulties brought about by the decline of its former core industrial employment.

3 The overall index of multiple deprivation shows that of the 865 wards in Wales, four Newport wards are in the most deprived top 100. Four wards and five sub-ward areas have Community First status. At the opposite end of the scale, the City has five wards in the hundred least deprived areas in Wales, and three of these are in the top fifty.

4 The population of the city has a variety of cultures. It is also a dispersal centre for asylum seekers. Some asylum seekers remain in Newport, others move elsewhere, resulting in a community mix that is constantly changing. The main ethnic minority communities in Newport are Pakistani, Bengali, Somali and Yemeni. Work with the ethnic minority population has Community First status as a Community of Interest.

The Partnership

5 The Partnership complies with Welsh Assembly Government’s guidance for developing services for children and young people, requiring local authorities to act as lead partner to bring together service providers from the statutory, voluntary and independent sectors to work together towards seven core aims.

6 Partnership work took place under a number of different initiatives, including Sure Start, Youth Access and the Children and Youth Fund. In Newport, the work of the Newport Children and Young People’s Framework built upon an existing base of joint working already in development. In addition, partners also have a much wider vision and a more challenging agenda, with the aim of creating more effective provision across all services for children and young people in Newport.

7 Newport established three partnerships: a Children’s Partnership (focusing on services for children aged 0-10), the Young People’s Partnership (focusing on services for young people aged 11-25) and an overarching Framework Partnership, maintaining an overview across the whole 0-25 age range.

8 The Young People’s Partnership (YPP) shares seven core aims with the Children’s and Framework Partnerships. It also aims to ensure that all young people receive the 10 Entitlements of the Extending Entitlement agenda through the delivery of youth support services.
Established in 2002, the YPP brings together representatives from all the key organisations and service areas involved in the delivery of services to young people in Newport. The Partnership successfully engages all the key representatives identified by the Welsh Assembly Government, as well as some additional members.

A shared vision underpins the work of the partnerships. ‘Newport will be a City which values its young people and where each young person will have equal opportunity to access a wide range of appropriate services and high quality provision, regardless of gender, religion, ethnic origin, any disability or illness or any other factors which may disadvantage them.’
Summary

Table of grades awarded

11 The inspection team judged the work of the partnership as follows

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<th>Key Question</th>
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<tr>
<td>1 How well do young people achieve?</td>
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<td>2 How effective is work with young people and assessment?</td>
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<td>3 How well do learning experiences meet the needs and interests of young people and the wider community?</td>
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<td>4 How well are young people cared for, guided and supported?</td>
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<td>7 How efficient are leaders and managers in using resources?</td>
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12 Young people using youth support services in Newport achieve to a good standard in a wide range of activities and settings. They improve their self-esteem, social skills and behaviour and engage better in formal education. They gain a range of relevant nationally recognised qualifications and local certifications for their achievements. Many young people play a more positive role in their communities. In a small minority of cases, young people do not always behave well. Young people do not develop their bilingual skills through participation in youth support services.

13 Most workers create positive and mutually respectful relationships with young people. Young people have good opportunities to develop new skills in a variety of supportive learning environments. In the main, workers show good knowledge of the young people they are working with and the issues affecting them. However a few workers are not sufficiently aware of their role in delivering the Extending Entitlement agenda.

14 A good range of innovative methods engage young people well in universal and targeted provision. In general, good use is made of formal and informal means of recognising achievement of young people. In a few cases, session planning and assessment lack rigour and young people can miss opportunities to receive recognition and accreditation for their work. Workers help young people to celebrate their achievements through a varied and interesting range of activities.

15 The partnership is developing a useful map of service providers in Newport to strategically plan local provision to meet the needs of young people and the community. Overall, not enough attention is given to curriculum planning and service
delivery. Access to the 10 entitlements is generally satisfactory but there is undue variation across the partnership.

16 All agencies, including statutory services and voluntary organisations, work well together to provide good care, support and guidance to young people in Newport. Information services are well planned. Advice and support services are good, including specially targeted provision. All providers conduct CRB checks for staff engaged with young people and have appropriate child protection policies and procedures in place. Some staff have not yet received training to ensure effective implementation of child protection policies and procedures. Two partner organisations are not aware of the importance or significance of issues in relation to Health and Safety and Child Protection.

17 The leadership of the Young People’s Partnership is strong and criteria for membership are very clear. The voluntary sector is a valuable contributor to the Partnership. All partners have a clear vision for young people, and the services that support them. They use this vision well to inform planning. The Partnership monitors its progress well, but many action plans are not detailed enough. Action groups take forward the work of the Partnership. However, they do not all know how their work impacts upon the progress of the Partnership. The Partnership is improving communication with stakeholders, delivery staff, and young people. Plans to meet the needs of young people who may be hard to reach or at risk are good.

18 The self-evaluation process was supportive, organised and thorough. Wide and effective consultation involved young people across communities, age groups, gender and particular needs. The Partnership responds well to feedback from young people in terms of setting priorities, developing plans for improvement and improving services. The self-evaluation shows good attempts to evaluate the work of the Partnership and very good commitment to capture feedback from young people, but the self-evaluation process is not yet embedded across all service providers. The youth council website is a useful facility but the monitoring and quality assurance systems for it are not rigorous enough. The Partnership has not done enough to share, build on and extend existing useful quality assurance and evaluation systems across the organisations involved.

19 Overall, the Newport Young People’s Partnership provides adequate value for money with more work needed to make better use of the existing skills, knowledge and resources of all services to young people across Newport.
Recommendations

20 In order to improve, the Partnership needs to:

R1 raise awareness amongst staff of their contribution to the Extending Entitlement agenda, and complete the delivery map of the 10 entitlements for young people across all service providers;

R2 help workers to improve the progress and behaviour of young people through good planning and target setting;

R3 involve young people more in the setting of targets and evaluation of services they access;

R4 ensure all partners implement effective staff training programmes for the safety and security of young people;

R5 improve curriculum planning and delivery, and ensure accreditation opportunities for young people are not missed;

R6 identify and implement bilingual opportunities for young people;

R7 further develop and implement agreed information sharing protocols across the Partnership;

R8 further develop quality assurance mechanisms across the Partnership, sharing existing good practice, and

R9 further develop training and development programmes to share knowledge and skills across partners organisations and maximise their impact on work with young people.
Standards

Key Question 1: How well do young people achieve?

Grade 2: Good features and no important shortcomings

<table>
<thead>
<tr>
<th>Young people's standards of achievement</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
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<tr>
<td></td>
<td>13%</td>
<td>62%</td>
<td>18%</td>
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21 Young people who take part in youth support services in Newport achieve good standards in a wide range of activities and settings. These young people represent the whole age range of 11 to 25 year olds, although fewer young people over 20 participate. Many of the young people are highly vulnerable. In most cases, young people know about the aims of the project they are involved in and what they will gain from taking part. Young people know when they are doing well, and celebrate their own and others’ achievements through public performances, competitions, award ceremonies and newspaper articles. There was a significant reduction in the number of pupils leaving school in Newport without a qualification in 2004.

22 Through engaging in Education Other Than At School, Passport to Opportunities and other programmes, many young people are able to demonstrate improvements in behaviour and attitude. These improvements help them to engage better in formal education than would otherwise have been the case. For example, in 2005 more Education Other Than At School Year 11 pupils gained qualifications than in previous years.

23 With the support of the Learning Development Initiative, young people improve their self-esteem and social skills and are better able to engage with education. The Learning Development Initiative is working to provide hard evidence of its impact. One head teacher has reported a noticeable difference in the performance of a whole cohort of young people following the reintegration of a small group who had had the benefit of specialist support in a Learning Development Initiative project.
A local Guides group offers a ‘Go For It’ programme where young follow a broad range of fun activities and receive a local award for their achievements.

For example, in one session young people aged between 10 and 12 years of age enjoyed making face care products. They then prepared and delivered a short presentation on what they had been doing. The session helped them to develop very good communication and team working skills in addition to the young people feeling pleased with the face care products they made during the session.

### A good number of young people gain a range of appropriate nationally recognised accreditation for their achievements. They also gain specialist accreditation linked to specific skills and locally developed certification. Many achieve credits through awards such as the Open College Network, the Duke of Edinburgh’s Award and the locally developed Passport to the Award. The Passport award enables young people to transfer credits to build up recognised qualifications. However, young people sometimes miss the opportunity to gain accreditation for the good work they are already doing, for example, in the wider key skills.

### Many young people become more enthusiastic, gain higher levels of self-esteem, and increase their skills. They become more self-motivated to learn and are more prepared for the working environment.

A project to encourage young people to enjoy their reading and develop useful research skills is delivered at local libraries across Newport.

In Rogerstone library, with the support of the librarian, young people choose books to read and review. Sharing the main plots and themes of the books with each other, they develop important skills of analysis and evaluation. They also learn to undertake research on the internet by emailing the authors of the books to discuss the rationales for the storylines.

The outcomes of the project are good. Young people demonstrate new skills and abilities, they speak enthusiastically about the books they have read and of the pleasure of sharing their reading experience with others.

### A number of young people make their voices heard, engage in the democratic process and gain skills for adult life. This is particularly true for those who take part in Newport Youth Council activities. These young people become increasingly able
to participate well and gain valuable skills for democracy. Young people also develop self-reliance and become more confident through taking part in challenging, problem solving activities.

27 There are several good examples of young people taking part in peer-led learning and older young people training to work within projects and with other young people in their communities. By taking part in dance, drama, music, DVD and film making, other arts activities and a variety of sports, young people begin to understand their responsibilities and the impact of their behaviour on other people. This is particularly true when young people from different communities come together and start to break down territorial barriers. By participating they not only gain high quality practical skills, but also important social skills. They also learn how to conduct themselves in high quality, prestigious public facilities such as the Velodrome, the Newport Centre and the Riverfront Theatre and Arts Centre.

28 In their communities, a significant number of young people can demonstrate that they have decreased their anti social behaviour. In a few cases this has meant that they have not been given Anti-Social Behaviour Orders (ASBOs). Others are able to play a more positive role in their communities.

<table>
<thead>
<tr>
<th>Young people learn to understand the consequences of their actions.</th>
<th>Youth workers in one community successfully addressed specific anti-social behaviours of young people through an innovative youth work project.</th>
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<tbody>
<tr>
<td>Through this project, young people increased their self-esteem and are able to recognise the impact of their peers’ and their own actions. As a result, the stoning has now stopped, and the bus company is no longer going to remove all bus services from the estate.</td>
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<td>The film is used well to raise the awareness amongst other young people and adults, by taking it into schools and local communities.</td>
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29 Through attending specialist projects, many young people’s attendance and punctuality have improved significantly. However there are a few examples of young people not always being punctual and not attending specialist projects consistently. On a few occasions, in a minority of the provision, young people do not engage as a
team, are judgemental of each other and do not understand the consequences of their actions.

30 Young people do not develop their bilingual skills through participation in youth support services. However, these are skills that young people in Newport’s secondary schools are increasingly developing. At Key stages 3 and 4 the numbers of young people learning and achieving in Welsh as a second language has doubled over the last six years but the youth support services have not kept pace with these developments.
The quality of education and training

Key Question 2: How effective is work with young people and assessment?

Grade 3: Good features outweigh shortcomings

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<th>The quality of work with young people and assessment</th>
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31 Most workers across the range of youth support services create positive, mutually respectful relationships with young people. These relationships underpin supportive learning environments and enable young people to get involved in a wide range of activities and to develop new skills. Staff in youth work settings have good knowledge of the Youth Work Curriculum Statement for Wales. A large number of staff across the range of youth support services are aware of Extending Entitlement and how the work that they do contributes to one or more of the entitlements for young people. In a minority of cases, staff were unaware of the Extending Entitlement agenda.

32 Workers have a good level of knowledge of the young people they are working with and the issues affecting them. Workers generally use their additional language skills well to work with specific groups of young people, for example communication through British Sign Language and the use of minority ethnic languages. In the main, staff within Partnership organisations, draw on the strengths and experience of others to meet the identified needs of young people.

33 For example, effective work between Newport Youth Service Deaf Club and counsellors from the Royal National Institute for the Deaf counselling and befriending service for young deaf people enables good access to counselling. Staff at the Llamau Family Mediation Service and the LIFT (Life in First Tenancy) project have good links with a wide range of workers within other services including Fusion, Social Services, Learning for Life, Careers Wales and Housing. This enables workers to meet the needs of their clients well.

34 In the best practice, workers plan sessions well, identify clear learning objectives, use resources well and are clear about the outcomes to be achieved. Young people contribute well to the development of personal learning plans or group programmes. However, in a few cases workers do not plan sessions effectively and do not evaluate their work with young people rigorously enough. Where this happens opportunities to evaluate, measure or record young people’s progress are missed.

35 One programme uses mentoring particularly well to help young people review the consequences of their behaviour. This helps them to developing behaviour strategies that enables them to make better progress in school. However, in a few cases staff miss opportunities to set behavioural targets for young people, so that young people can recognise their own achievements and further build their self-esteem.
Workers use a good range of innovative methods and media to engage young people including performing arts, sport, peer education, and special interest projects, such as the Community Memories, Girls Out Loud and Streets Ahead projects. Some of these projects include focused work with young people from ethnic communities in Newport. Prevention and deterrent of disaffection are key features of the early intervention methods used. Workers also deliver much-needed courses to young people with no family support in order to boost confidence and help young people to explore future goals.

### The Virtual Parenting Project

This aims to enable young people in the looked after system to make informed choices about relationships and contraception. It encourages a delay in pregnancy and focuses on increased access to support services for young people.

The project includes activities that raise young people’s self-esteem, help them to develop coping strategies for personal relationships, advise them on keeping safe, and inform them about contraception and sexually transmitted infections.

Young people also learn about different aspects of child care, child safety and experience a residential event where they are given the ‘virtual baby’ to parent. The ‘virtual baby’ is programmed to act as a real baby would, with the ‘parents’ taking full responsibility for meeting the baby’s needs.

During the residential experience, fun activities are scheduled which the ‘parents’ can only attend if they book the ‘baby’ into the crèche (run by workers).

The course is very short but it achieves its aims well. Of the 21 young people that have attended so far, 20 of the participants have contraceptive implants. One of the participants successfully delayed her pregnancy until she was 17.

Workers provide good opportunities for young people to receive formal and informal recognition for their work using the Duke of Edinburgh’s Award and Open College Network qualifications, project specific certification and records of progression. In a few cases, workers miss opportunities to enable young people to gain qualifications or to challenge them to develop the skills they will need in later life.

Assessment of young people’s work leading to formal accreditation is generally good and meets the requirements of the awarding bodies. In some informal settings, young people are not sufficiently challenged and are not involved in the planning and assessment of their own work. Workers are therefore not easily able to measure young people’s progress in skill development and to adapt their method of delivery to meet young people’s individual needs. In a few programmes, young people record
their own progress well, but staff fail to use these records well enough to provide information to help young people progress further. There are a few examples where assessment processes are inconsistent and do not help young people to attain recognition for their work.

39 Young people’s achievements are celebrated in a variety of ways. Workers also make good use of their working environment to display awards, photographs, artwork and certificates. Workers ensure that press releases are circulated widely. In the projects focusing on performing arts, productions showcase the talents of young people well to the wider community. Where good resources have been produced by projects, workers ensure that they are widely available such as the exhibits from the Community Memories project and the video produced by the young people involved in the NYS Arson Project was premiered at the Riverfront. Recently, the Arson Project achieved a national certificate at the Youth Excellence Awards.

**Key Question 3: How well do the learning experiences meet the needs and interests of young people and the wider community?**

**Grade 2: Good features and no important shortcomings**

40 Newport Young People’s Partnership has a wide range of targeted and universal services that meet the needs of young people. These include services for hard to reach groups and vulnerable young people.

41 The self-evaluation report and the recent audit undertaken by the Partnership have together provided a reasonably comprehensive picture of youth support services in the area. This means that the Partnership has identified a framework on which to build a fuller picture of services for young people across Newport. The Young People’s Partnership has begun to match elements of its work to the 10 entitlements for young people effectively. This process is new and does not yet give the Partnership a detailed map of where the gaps are in terms of the delivery of entitlements or duplication of services.

42 The Partnership understands the importance of its work to other local networks. For example, it has shared its findings on qualifications and learning opportunities from the recent audit, with the 14-19 Partnership. This is a valuable contribution to the co-ordination of services and enrichment of the menu of non-formal and informal learning available for young people in Newport.

43 Keeping in Touch strategies are planned on an all Gwent basis in order to reflect the education, training and employment pathways of young people. However, the Keeping in Touch strategies do not have an impact on the way workers plan their work with young people. The Partnership recognises that numbers of young people aged between 16 and 17 in Newport, not in education, training and employment remain high in comparison to other parts of Wales. The Partnership makes good use of information held by member organisations to build baseline data on which to plan future work with those young people not in education, training or employment. The Partnership has had difficulty in getting high level strategic commitment from a few providers, but is now strengthening its strategic capacity to enable it to focus better on this element of work.
44 The Youth Service leads effective community-based interventions in disadvantaged areas. Communities First, Sport Development and the Youth Service work well together to meet the needs of young people and of the wider community. However, there are a few communities where this does not happen and in these communities young people do not have equal access to their entitlements. The Streets Ahead project is also very successful in reaching out to communities. It engages older young people in a good range of informal learning opportunities such as residential and workshop-based activities, one-to-one work and issue based sessions that help young people explore issues which affect their lives.

45 The Partnership pays good attention to transition periods in a young person’s life. These include primary to secondary school transition, home to community life and the move from children’s services to adult services. This work is beginning to have a positive effect on the progress young people make. This is especially true with the Young Citizens project, passport programme, sports development work and crime and disorder interventions. There are also good examples of the Duke of Edinburgh Award helping young people progress from Bronze to Silver and Gold. There is a substantial increase in the number of young people in Newport taking part in the Duke of Edinburgh Gold Award.

46 A small number of young people are involved in decision making at a local authority level. These young people have started to influence some decisions made by the local authority. School councils in a few schools are making decisions on teaching and learning policies and contributing to inclusion policies such as bullying. However, young people report that they do not always receive feedback after these consultation processes have taken place.

47 In the best examples, mainstream provision is flexible and meets the cultural and linguistic needs of young people from the black minority ethnic community. Good targeted projects meet the needs of this group well. On a few occasions, staff do not make provision flexible enough to ensure young people can participate fully in planned sessions.

48 There is effective use of information technology to extend and enhance the accessibility of services to young people. This includes the use of IT in youth clubs to research information, web site developments and the use of texting to support young people. Where staff use online assessment for basic skills, immediate feedback and support is offered. City and Guilds assessments online are working well.

49 Well-planned and wide use of the Canllaw Online branded service delivers consistently good quality and up-to-date information to large numbers of young people. Additional use of a mobile trailer enables young people in outlying areas to access a better range of sports, arts and youth information provision.

50 Effective partnerships enable providers to deliver a wide curriculum. An example of this is the work of the youth service and the Local Health Board’s Inequalities in Health team. However, in many cases, the curriculum is not planned well enough to meet the needs of all young people. Therefore, learning experiences do not always challenge young people’s aspirations effectively.
There are good curriculum resources available within specific projects. Targeted training enables the Youth Service to expand its curriculum by providing staff with further skills and resources. However, workers do not always make best use of the existing links and resources available from within the Partnership, to enhance service delivery. For example, many workers support young people with curriculum vitae and job search, but they do not make use of the good range of curriculum materials available from Careers Wales.

In many cases, young people do not have enough access to opportunities where they can strengthen the Welsh language skills developed at school. Very few providers support and develop a bilingual approach to services. The Authority is committed to developing a partnership approach to services for Welsh speakers and learners and discussions are underway with the YPP. However, it is too soon to judge the impact of these plans. Too few partners are aware of ways to develop the bilingualism principles of Curriculum Cymreig or the Youth Work Curriculum Statement for Wales.

In most instances, specific, targeted basic skills work is effective. In the best examples, it helps young people well and can mean that they do not need as much additional support in school. However, staff do not always pay good enough attention to young people’s basic and key skills needs when planning and delivering sessions.

Effective links with formal education enable good opportunities to support and enhance formal learning. For example, work with EOTAS pupils demonstrates good improvements. Pupils now achieve better than in previous years, and the Learning Development Initiative shows how effective a good range of support mechanisms for young people can be. In a few examples, good attention is focused on young people’s spiritual and moral development. In one example, the martial arts group helped young people develop self-awareness and judgement through a well-planned curriculum.

Overall, access to the ten entitlements is satisfactory. However, there is undue variation in access to the entitlements across the Partnership.

**Key Question 4: How are young people cared for, guided and supported?**

**Grade 3: Good features outweigh shortcomings**

The Partnership has many strengths in the care, guidance and support it gives to young people in Newport. These strengths outweigh the shortcomings across the services.

More than 30 services (voluntary and statutory) work well together to provide effective care, support and guidance to young people in Newport. Providers give good information, advice and support to young people through open access general services such as the Youth Information Service, and through specialist targeted provision, such as Barnardo’s Young Families Supported Housing project.
The Local Authority’s Health, Social Care and Well Being Strategy is a good example of the extensive range of partnerships working well together in Newport to produce an agreed way forward for health services. The strategy includes a recent needs assessment commissioned by the Children Young People’s Framework Partnership. The Young People’s Partnership works closely with the Framework Partnership which has the lead for Child and Adolescent Mental Health services, in relation to driving forward service improvements. The inclusion of the needs assessment in the Health, Social Care and Well Being strategy demonstrates the value of partnership arrangements to help providers work together to tackle issues that young people face today.

Specialist services such as help for families in supported housing, homeless young people and young carers, target very effective support to young people. These specialist services work well together and help young people to progress in their lives. For example, one young person who was helped to find good child care provision, was able to return to continue her course at a local college after having her baby.

Most providers conduct Criminal Record Bureau checks for staff engaged with young people and have appropriate child protection policies and procedures in place. In a few cases, staff have not had adequate training in the implementation of these policies. In two partner organisations, workers are unaware of the importance or significance of issues in relation to Health and Safety and Child Protection. For example, where an organisation arranges to transport young people to project venues, the people responsible for the arrangements do not always ensure that the adults accompanying the young people have the appropriate Criminal Record Bureau checks in place. In addition, some project workers do not have the appropriate emergency contact details for the young people they are working with.

In the main, inter-agency protocols for sharing information about young people are good. These protocols include sexual exploitation, children missing from local authority accommodation and children missing from home. However, use of the protocols is not consistent across all youth support services which means that important information about young people is not always available to service providers when it is needed. The protocols do not work well where service providers do not follow the agreements, for example, a partner has pursued anti-social behaviour orders without reference to other partners who work within the Prevent and Deter protocol. In the main, this works well, but when information is not shared effectively between partners or when all partners do not follow the agreed protocol, the arrangements break down.

Many of the projects include close working with parents and carers when providing services to young people. The Llamau Mediation Service works well with parents throughout the mediation process. Parents and young people complete a family mediation questionnaire. This questionnaire informs initial discussions and contributes to a plan of action that addresses the behaviours of the young person and the responsible adult. In other examples, parents and carers use discussion well with workers to help them to identify how they can best help their son or daughter to develop improved behaviours.
Good work with parents, carers and young people.

On the Ringland estate, youth workers give strong encouragement to parents and carers of young people to engage with and support the work of the youth service.

Youth workers invite parents and carers to meet with them and discuss the work they plan to do with young people. The meeting is held in the evening to try to accommodate people who work during the day time.

Youth workers help parents and carers to understand what youth work is and to see the achievements of young people through their youth work activities.

Parents and carers are also helped to identify how they can contribute to and support the achievements of young people in the local community.

63 Services such as the Info Shop and Careers Wales provide good, comprehensive information on opportunities for young people. The Info Shop also gives outstanding support to very vulnerable young people at critical times in their lives. However, many partners do not have formal arrangements with Careers Wales and in some cases, partners do not fully understand the support that is available from Careers Wales. This means that young people are not always appropriately referred to qualified careers advisors.

64 When young people access support services, it is important that they understand what they can expect of the services they receive. Young people report that they value the services in the Info Shop and feel safe in the knowledge that the service is confidential and supportive of their needs. In most cases, providers offer good levels of detail to introduce young people to the service they give. In some cases, agreements about confidentiality are made and in others, rights and boundaries are confirmed, helping young people to make the best use of the service they are accessing.

65 The Partnership identifies issues of significance for young people well and works effectively to address them. In one example, Somali young people are supported to overcome the difficulties they face when finding homes. As a result of the high level of support, these young people find somewhere to live. They also receive support in applying for opportunities such as jobs and educational courses. This work is enhanced well by regular drop in sessions offered by a refugee support worker.

66 Numbers of teenage conceptions under the age of 16 in Newport are just above the Wales average. The Local Authority has identified that the numbers of sexually transmitted infections in the area are too high. The Partnership has responded well to these issues through a multi-agency sexual health planning group. Two projects focus on sexual health issues. In one project, useful and relevant information on sexual health issues is provided for young people, including a booklet and a website. The information includes details of local clinics, sexually transmitted infections and
signposting to other services. However, the project is not monitored well enough. This means that the provider and the Partnership do not know when the project is not delivered to a high enough standard. Sessions where delivery is poor go unchallenged and those young people attending the sessions do not receive the standard of service and quality of support they need.

67 Targeted mentoring helps young people to improve their attendance and behaviour in school. In one example, with the good support of the school, a mentoring project helped to reintegrate a high percentage of school phobic young people back into school. The headteacher and staff value this effective intervention, which also has a positive impact across many aspects of school life. However, not all projects monitor attendance and punctuality well enough. A few attendance registers show young people not attending frequently and arriving late for planned timetabled sessions.

68 The provision of specialist counselling services for young people is not sufficient. Where they are in place they work well. Staff with basic counselling skills use these skills to support services users well. However, the number of young people accessing counselling, health advice or drop in services is not reliably recorded. There is not enough provision of specialist counselling services, for example, for young people with mental health issues. Provision for counselling and befriending for young people with hearing disabilities is good. The project targeted at hearing impaired young people is well-staffed to meet the needs of young people with profound deafness and provides valuable support for young people using the service.

69 Where providers use young people's language of choice, young people receive good support. This is especially important due to the large range of languages used within the Newport area. Where staff have additional language skills, young people benefit from speaking in their language of choice and staff are often better able to support those young people. However, few providers find out young people's language of choice or language competence well enough. In one example, a parental consent form for a planned activity was only available in English. Even though the content of the form was explained to the young people so that they could discuss it in their home language, it still caused difficulties for the young people in the home setting.

70 Partners are very effective in including disabled young people in mainstream activities. Many projects target work effectively at disabled young people. Physically disabled young people and their families have good access to free sports facilities to encourage and enable them to engage in beneficial activities.

| Support for young people with disabilities                                                                 |
|________________________________________________________________________________________________________|
| Physically disabled young people receive good support from local services. In one example, a good practice    |
| leaflet comprehensively identifies the support and opportunities offered to young people with physical       |
| disabilities.                                                                                               |
| In another example of good practice, young people with learning disabilities can attend an information day   |
| where important information is provided to support their transition into adulthood.                         |
71 The number of young people in Newport from minority ethnic backgrounds is above the Wales average. The council has a strong commitment to ensure that Newport is a city which values all young people. The Authority is working hard to improve its Corporate parenting role, particularly for young asylum seekers, many of whom have suffered significant trauma in the recent past. However, as this is a fairly new project, it is too soon to judge the impact of this work.

72 There is a good Race Equality Scheme targeting work with minority ethnic groups of young people, such as the Community Memories and the Grassroots project, where young people from other backgrounds tackle racism issues and raise awareness of the positive contribution that ethnic groups make in Newport.

73 There is a thorough action plan in place focusing on work with minority ethnic groups, but this does not make enough use of partners’ information and of the existing work already being carried out by other members of young people’s partnership. Careers Wales provides good support for minority ethnic young people. However, when the partnership funding for this work ends, Careers Wales does not yet have a clear plan of action to ensure the continuity of this service to young people.
Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

74 Councillors, senior officers and managers of services to children and young people provide strong leadership. The membership of the Young People’s Partnership board reflects the Welsh Assembly Government’s guidance for Young People’s Partnerships. Members are closely engaged with the work of the Partnership, and exercise the appropriate seniority to make commitments, to influence planning, and to include Partnership priorities in the services they represent. There is good attendance by members at Partnership board meetings.

75 Newport Young People’s Partnership has set good, clear criteria for membership of the Partnership. There are three levels of membership of the Partnership:

- the Board;
- the wider membership, and
- other organisations and groups which make provision for young people, who are informed of its activities, but currently choose not to be formal members of the partnership.

76 Newport Young People’s Partnership has a good partnership agreement which commits all members of the board to:

- develop service plans consistent with the Partnership strategy and delivery plan;
- ensure their own service strategies are reflected in the Partnership planning;
- consult with young people;
- increase access for young people to their services;
- adhere to Partnership protocols; and
- have in place an Equal Opportunities policy.

77 Organisations within the voluntary sector make very valuable contributions to the work of the Partnership. The Helping Young People Excel group co-ordinates the election and support of the voluntary sector representatives on the board, and the communication of Partnership business throughout the sector. This helps voluntary sector board members to represent a very diverse sector. However, this is a recent development, and it is too early to report on its long-term impact.
The relationship between the Young People’s Partnership and the Children and Young People’s Framework, is clear. The division of duties for strategic development and co-ordination of services work well. A clear vision for the development of young people guides the work of the service providers. All strategic documents for services to children and young people reflect this strong message of the vision for young people in Newport.

Newport has a clear vision for children and young people:

‘Newport will be a city which values its young people and where each young person will have equal opportunity to access a wide range of appropriate services and high quality provision, regardless of gender, religion, ethnic origin any disability or illness or any other factors which may disadvantage them.’

The successful progress of the Young People’s Partnership provides a sound basis toward the strategic vision.

The Framework Partnership and the Young People’s Partnership have 5-year strategic plans and annual action plans, identifying long-term objectives and key themes for development. Partners’ plans clearly map their links to community planning priorities, the council’s corporate priorities and the Young People’s Partnership’s priorities. Strategic documents make good use of available data about young people’s needs. Young people’s feedback about what they want and need is used well to inform strategic planning.

The Young People’s Partnership monitors progress effectively against its delivery plans with regular monitoring throughout the year. A good example is the traffic-light model which identifies good and poor progress, helping the Partnership to target and focus plans. A research, monitoring and evaluation post contributes strongly to the effective monitoring. In general, delivery of activities linked to Cymorth grants are closely monitored and evaluated. However, a few services funded by Cymorth do not yet monitor the impact of their work on young people and local communities well enough. Not all action plans linked to the Partnership’s strategic developments are detailed enough to help partners to evaluate the impact of their work with young people.

The council makes good use of in-house performance management systems, and Members regularly scrutinise the work of services. Annual appraisals and supervision link corporate objectives to the work of departments well. Many individual services plan and monitor their work well.

A useful network of action groups takes forward the work of the Young People’s Partnership. The Partnership has established some of these groups, some have grown from other partnerships and others are networks of staff from different agencies. However, in a few cases these working groups do not understand enough about their relationship to the Partnership.
The board recognises the need to strengthen communication across the Partnership, and improvements are beginning to show through targeted activities. For example, a recent draft communications strategy clearly identifies important areas for improvement. A regular newsletter, clearly setting out members responsibilities for communicating within their own services, is issued to all members. Web site support is focused and working well, and the development of the Helping Young People Excel strategy aims to improve communication across the voluntary sector.

The Partnership plans well to meet the needs of young people who may be hard to reach or at risk. Partnership planning integrates the corporate themes of behaviour modification, breaking of cycles of deprivation and prevention and deterrence well. The Partnership board identifies services to young people from black and minority ethnic groups as one of its four ‘drivers’ in its 2002-2007 strategic plan. The council’s race equality plan gives the Partnership a sound evidence base to address those issues identified in the community plan. This helps the Partnership to target support to vulnerable groups such as asylum seekers, refugees and unaccompanied minors.

| Improvements for communities | Strategic partnership working produces improvements for young people and local communities. A needs analysis undertaken by the Young People’s Partnerships successfully brought about improvements in the Moorland and Broadmead communities. Following consultations with young people and the community the Young People’s Partnership has used the priorities from the Cymorth plan and its own strategic plan to target additional resources into the area. A project manager has been appointed to develop a long term strategy and plans; a community association has been formed; funding for a £300K investment to improve the estate has been secured; resources from the leisure, youth and sports development services, and funding from SPLASH and Safer Communities, was deployed to address crime & anti-social behaviour during the summer holiday period.

This strategic planning enables young people and their communities to benefit from maximising the available resources within areas of identified need. |
Key Question 6: How well do leaders and managers evaluate and improve quality standards?

Grade 3: Good features outweigh shortcomings

85 The self-evaluation report is detailed, thought provoking and well structured. It contains a great deal of useful information about services and provision and useful data about the young people and communities that the Young People's Partnership serves. It is a self-evaluation set against the Estyn Common Inspection framework and makes good attempts to include the ten entitlements for young people in the first four key questions. This is a helpful approach as it focuses attention on the key functions of the organisations involved.

86 The Partnership undertook the process of self-evaluation in a supportive, organised and thorough way. Training for partners helps to ensure that they understand the Estyn inspection framework and the Partnership's aim of including self-evaluation against the delivery of the ten entitlements. A useful self-evaluation tool was prepared for completion by partners. This included the opportunity for each partner to identify good practice and to grade their provision. Partners completed and returned these to the partnership co-ordinator. In the main, the completed documents examined by Inspectors are well presented and thorough. A small minority of these self-evaluations are poor.

87 The report features useful examples of good practice throughout and grades each key question. It comes to judgements, identifies shortcomings and areas for further development. It also sets out recommendations for action. However, in a few parts, it is rather descriptive with not enough reference to evaluative evidence. The self-assessment report led to an action plan. While this is a useful document the 'outcomes/success criteria' in particular are not consistently specific or measurable enough.

88 The self-evaluation report sets out many of the good features and shortcomings identified by inspectors. There is a fair match between the grades awarded in the self-evaluation report and those awarded by the inspection team.

89 Prior to this self-evaluation, the Partnership engaged external consultants to evaluate its work. This led to informative and helpful reports for the Partnership. However, in the main, these reports have not focused enough on the young people's experience, nor on the outcomes for young people. An exception is the review of compliance and effectiveness of Cymorth funded projects in Newport report. This is a very useful document.
Youth Council workshop session – sexuality issues

This meeting centred on the young people attending. They set the agenda in terms of how they:

- discussed the shaping of services;
- discussed how they can support the young people of Newport through giving feedback to the Young People’s Partnership and Funky Dragon.

The young people were knowledgeable and asked useful questions. They evaluated each session and feedback took place. The skills demonstrated can be accredited for various courses.

90 A particular strength of this Partnership is the way in which it consults with young people across communities, age groups, gender and particular needs. It achieves this through, for example, formal youth audits, consultation events, the development of the Newport Youth Council and targeted consultation with particular groups such as looked after children and young carers.

91 The ‘imPACt’ group, which was established in 2003, supports this work. This is a multi-agency group that encourages service providers to involve children, young people and their families in planning and developing provision. This year, good preparatory work helped the setting up of consultation arrangements for disabled young people.

Effective use of management information systems.

LIFT (life in first tenancy) project uses management information systems well. The project is able to:

- provide individual information to young people to aid their progress;
- identify the potential risk factors to individual young people;
- identify the potential risks posed by the tenancy and the community itself;
- agree ‘rights and boundaries’ in terms of what young people can expect of the project and what is expected in return;
- provide progression planning through the provision of support services; and
- gather qualitative and quantitative data on distance travelled to assist in service development and improvement.
A newsletter and a Newport Youth Council website help communication with young people. The website is eye catching and the content celebrates diversity. It gives users feedback on important issues and provides a useful links page. Good monitoring of the website resulted in the site’s message board being ‘disabled’ at the time of the inspection, whilst child protection issues were investigated. However, the content of the website is not bilingual.

The monitoring and quality assurance systems for the Youth Council website are not rigorous enough. As well as containing grammatical errors, one of the links allows users to access some material that is not suitable for young people with the use of inappropriate language and stereotypical images of women.

The self-evaluation report recognises the need to strengthen quality assurance and evaluation processes across the Partnership. The Partnership recognises that there is not a mechanism in place for developing or sharing good practice in quality assurance. Whereas, a recent youth audit report (May 2005) states that of 59 providers who were involved in the audit, 66% of them had quality assurance measures in place. Therefore, over 50% of Partnership members have working quality assurance models. These models could be evaluated, and the best examples shared across the Partnership.

The work of the Partnership in this business year closely matches the work set out in the Young People’s Partnership Annual Delivery Plan. There is a good, central focus on monitoring and evaluating the work of the Partnership, through the board, planning groups, the imPACt group, and other management groups, particularly through the work of the Partnership’s co-ordinator and the research, monitoring and evaluation officer. The research, monitoring and evaluation officer has a key role in the Partnership’s self-evaluation process, the youth audit and the close monitoring of the performance of Cymorth funded initiatives. The co-ordinator has a good overview of all activities and prepares the half-yearly Young People’s Partnership progress report, focusing on progress and outstanding issues across the provision and services.

A few organisations, such as the Youth Service have useful processes in place to monitor the quality of services, capture feedback from young people and drive forward service improvements. Other projects such as the Info Shop, Young Carers project and the Learning Development Initiative have effective approaches to monitoring, tracking and evaluation of young people’s progress.

One health project does not monitor quality well enough. Not all partners using this project complete quality monitoring returns. Where returns are completed, the quality of the information provided is not good enough to help the provider identify weaknesses in the service. Therefore, monitoring is not consistent and does not assist the project co-ordinator to plan improvements. This results in providers adopting inconsistent practices in the way they work with young people. Therefore, some young people get poorer services than others.

Documents such as service level agreements and partnership agreements do not capture enough information on quality assurance and evaluation arrangements. Key
performance indicators that capture what is working well or not working well and establish success criteria are not clearly identified.

99 The Partnership makes good use of feedback from young people to set priorities and to develop plans for improvement. The Partnership has a strong sense of its achievements and areas that need further development. Inspectors identified that leaders and managers had set clear priorities and actions to bring about improvements, for example in community dance, the Info Shop, work with females from minority ethnic groups and the introduction of the passport award for the Duke of Edinburgh programme.

100 A good example of how partners use the feedback from young people to develop services is in a young families supported housing project. The organisation involved a young person in the recruitment process for a children’s service manager. The young person was fully informed about the process and played a central role asking questions during the interviews.

**Key Question 7: How efficient are leaders and managers in using resources?**

<table>
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<th>Grade 3: Good features outweigh shortcomings</th>
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101 The Partnership makes adequate use of external funding to develop projects that extend and improve provision for young people. Recently, the Partnership used money from a major local employer to fund a very effective consultation exercise with young people.

102 The council has a strong commitment to maintaining projects once fixed-term funding sources have come to an end. It demonstrates this commitment well, sometimes securing alternative short-term funding and sometimes by funding projects from core budgets.

103 Projects to support young people are costed thoroughly. Financial planning takes good account of how much money will be required to manage these projects. In most projects, key outcomes are set and monitored effectively. Where appropriate, there are service level agreements in place, which are supplemented by clear and costed targets. In several projects, staff are well informed about and participate in budget and resource planning. However, few staff across the broader partnership are fully aware of the costs of services or projects.

104 Generally, service planning takes good account of the Welsh Assembly Government’s ‘Making the Connections’ agenda. However, systems to show clearly the overall impact of the money spent on young people across the Partnership are not firmly established. This means that the strategic planning of service improvement does not take full account of whether services work well together to maximise provision for young people.

105 In most activities, staffing levels are good and, in the case of projects for young people with special needs, they are very good. In a small minority of projects that are staffed by one or two workers, continuity planning is not always good enough to ensure that services can continue if staff are ill.
106 Newport City Council has a comprehensive range of human resources policies and procedures. The council pays good attention to staff development. Youth service staff have regular appraisals and monthly supervision. This informs the planning of their future training. In recent years, good work has been done to strengthen the numbers of qualified staff within the youth service.

107 The Youth Service has a good training and personal development programme. Its training events are open to other organisations within the Partnership, but staff in partner organisations are not always aware of programmed training events. A few joint training sessions focus well on enabling staff to better understand the role of other organisations, as well as developing new skills.

108 A recent joint training plan for the Partnership is a useful start but staff development is not co-ordinated well enough to ensure:

- partners’ specialist expertise and best practice is shared in a planned, efficient way, and
- training is evaluated at Partnership level.

109 A few partner organisations do not have rigorous systems in place to identify clearly which workers need what types of training. This can impede the ability of partners to make best use of training opportunities available within the Partnership.

110 Project managers do not always audit the skills of new specialist staff to ensure that they have the skills they need to carry out their new role. In a few cases, staff working with young people from minority ethnic backgrounds do not receive sufficient bespoke training that would help them improve the support they give to their targeted client groups. In one centre, staff did not have the necessary skills to deal with conflicts that are culturally based between young people. In another example, expert facilitators used because of their specialist skills, do not always have the necessary training skills to enable young people to gain skills and knowledge.

111 The Partnership makes good use of university students in volunteer placements to increase the support available to young people. This gives students good on-the-job experience to complement their studies.

112 The voluntary sector’s Helping Young People Excel directory of projects lists the skills and specialist expertise that different organisations can offer. This is a recent development, but there are already examples of good local developments leading to organisations exchanging expertise. For example, a Scout group provided map reading skills for a St John’s unit, which in return supplied First Aid training to a Scout group. There is very good partnership between the youth service and the YMCA, resulting in good examples of partners pooling and sharing resources and expertise.

113 Across the Partnership, there are many examples of staff duplicating work that is already being done well in other partner organisations. This is usually because there is no effective method within the Partnership for ensuring that all partners are clear about what expertise, resources and services each other are offering. The Helping Young People Excel directory is a good start, but more work is needed across all
partners. In a few cases, this adversely affects the progress young people make. For example, many workers are supporting young people to develop CVs and to look for work. However, they do not always have enough specialist knowledge, or use links with Careers Wales to enhance this service and to ensure that CVs are of a consistently good quality. Generally, there is poor awareness of the Careers Wales web site and the facilities it provides to update career plans, Progress Files and CVs.

114 The Info shop project provides very good ICT resources and Internet access which are often used by other projects, such as Duke of Edinburgh’s Award. The shop is well situated so that young people can access it easily and offer an attractive, well equipped environment for young people. It provides good information resources and references to help young people to find out about sources of help and guidance. Information shop staff are also gathering examples of good practice resources and session material that can be shared with other workers.

115 The youth service has a very good mobile unit for taking visual arts, sports and information resources out to young people. This is also used alongside mobile skateboard ramps. At certain times of year, this mobile unit is used well. At other times it is not used for long periods. Sometimes there are not enough staff to enable other projects to have good access to the mobile unit when they need it.

116 Nearly all staff have access to good learning resources to engage young people. Most centres are adequately or well equipped. However, across the Partnership the availability of learning resources and signs in Welsh is poor.

117 The use of high quality accommodation such as the YMCA and the prestigious Riverfront Theatre and Arts Centre helps to familiarise young people with wider facilities that they can benefit from in later years. Young people also have very good access to and are encouraged to use good quality specialist sport facilities such as the new Velodrome, the Sports Village, multi-use games areas and Newport Sport Centre. The YMCA has high quality music resources, enabling young people to develop skills through using equipment which they otherwise would not be able to afford to access.

118 In a small minority of buildings, access for young people with mobility difficulties is not good enough.

119 In Cymorth funded projects accommodation is good or adequate. In one school based project, however, there is no telephone, which represents a health and safety risk to staff and young people.

120 Overall, the Newport Young People’s Partnership provides adequate value for money but further work is needed to make best use of existing resources across all partners.
Provider’s response to the report findings

The experience of inspection has been a positive if demanding one for Newport Young People’s Partnership. Members consider that the report and its recommendations provide a constructive base for further improvement and are committed to ensuring that the necessary actions are taken.

The YPP Board generally welcomes the findings of the report, which are, on the whole, a fair reflection of the Partnership’s own self-assessment process. They particularly welcome the independent recognition of good practice in work with young people in Newport. The report affirms the breadth and variety of provision for young people, the commitment of staff which results in positive relationships and good levels of achievement, and the progress that has been made in working with groups of young people who have special needs, including those who are looked after, are disabled or have been involved in anti-social behaviour. The report also recognises the centrality of the vision that drives the Partnership - most importantly the commitment to listen to young people and the progress that has been made in this.

The growing strength of involvement of voluntary sector partners has been one of the features of developments in the YPP over the past couple of years. Their commitment to the self-evaluation process and involvement in the inspection were crucial. The Partnership affirms their importance and intends to build on the positive relationships established in order to consolidate good practice and further develop effective partnership working.

The strengths identified during the inspection are an indication of the progress that has been made so far. However, the YPP Board is also very clear that the report does not allow for any complacency. The report has identified a number of areas where action is needed and priority will be given to this in the Partnership’s planning. In some cases, actions have already taken place or are under way. Some areas will need longer-term development in order to meet the challenging agenda that has been set for Young People’s Partnerships. The report has helped to clarify the way forward and actions will be incorporated into the YPP’s Delivery Plan for 2006-07 and other plans as necessary to ensure that all young people living in Newport have access to their entitlements.
Appendix 1

The evidence base of the inspection

Inspectors and peer-assessors had 85 inspection visits and over 40 interviews and meetings.

These inspectors visited, and observed, a wide variety of partnership provision including:

- youth support services provided by the local authority;
- services provided by other statutory bodies;
- services provided by further education; and
- voluntary sector provision.

Members of the team had meetings, and talked about issues with:

- young people;
- workers and volunteers;
- Young People’s Partnership members;
- managers and representatives of other projects, organisations and providers;
- Local authority senior managers and elected members; and
- representatives of communities.

The team also considered:

- the Young People’s Partnership self-evaluation report;
- a wide selection of examples of young people’s work; and
- comprehensive documentation made available by the Young People’s Partnership and providers, both before and during the inspection.
## Appendix 2

### The inspection team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Jane Taylor HMI</td>
<td>Reporting Inspector</td>
</tr>
<tr>
<td>Lin Howells HMI</td>
<td>Deputy Reporting Inspector</td>
</tr>
<tr>
<td>Alun Connick HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Betsan Dafydd HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Carolyn Currie HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Gerard Kerslake HMI</td>
<td>Team Inspector</td>
</tr>
<tr>
<td>Wayne Morgan</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Jan Jones</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Zena Cooper</td>
<td>Additional Inspector</td>
</tr>
<tr>
<td>Emma Rees</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>Steve Mason</td>
<td>Peer Assessor</td>
</tr>
<tr>
<td>Jane Lavelle</td>
<td>Provider nominee</td>
</tr>
</tbody>
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## Appendix 3

### Newport Young People’s Partnership

#### Membership

<table>
<thead>
<tr>
<th>Statutory Membership Requirements of YPP (Welsh Assembly Government)</th>
<th>Membership of Newport Young People’s Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Authority</strong></td>
<td></td>
</tr>
<tr>
<td>Chief Executive or Strategic Director</td>
<td>Corporate Director for Children and Young People</td>
</tr>
<tr>
<td>Three Corporate Managers (Youth Service, Housing, Social Services)</td>
<td>Youth and Community Manager Head of Continuing Learning and Leisure Head of Children and Family Services Head of Housing and Social Regeneration</td>
</tr>
<tr>
<td>An Elected Member</td>
<td>Cabinet Member for Children and Young People</td>
</tr>
<tr>
<td><strong>Other Statutory Sector</strong></td>
<td></td>
</tr>
<tr>
<td>Chief Executive / General Manager of Local Health Group</td>
<td>Head of Services for Children and Young People, Newport Local Health Board</td>
</tr>
<tr>
<td>Divisional Commander of Police</td>
<td>DCI Gwent Police</td>
</tr>
<tr>
<td>Senior Representative of ELWa</td>
<td>Senior Learning Network Development Manager, ELWa</td>
</tr>
<tr>
<td>Senior Representative of Careers Wales</td>
<td>Newport Regional Manager Careers Wales Gwent</td>
</tr>
<tr>
<td>Local Youth Offending Team Manager</td>
<td>Acting YOT Manager</td>
</tr>
<tr>
<td><strong>Voluntary / Independent Sector</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Local Voluntary Council (LVC) or Senior Nominee</td>
<td>GAVO</td>
</tr>
<tr>
<td>Representative from Council for Wales Voluntary Youth Services (CWVYS)</td>
<td>CWVYS</td>
</tr>
<tr>
<td>Three representatives of those voluntary community based organisations which undertake significant work with young people across or within the local authority area</td>
<td>Children’s Schools and Child Protection Officer and Deputy to the Diocesan Director of Education General Manager Newport YMCA Area Project Officer, Gwent Scouts Director South East Wales Race Equality Council Voluntary Support Officer Pill Carnival Committee</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td></td>
</tr>
<tr>
<td>Local employers</td>
<td></td>
</tr>
<tr>
<td>Local secondary head teachers</td>
<td>Secondary Head Teacher Representative</td>
</tr>
<tr>
<td>Local FE and training providers</td>
<td>Coleg Gwent Ask Education and Training</td>
</tr>
<tr>
<td>HE providers</td>
<td>Head of Continuing Learning University of Wales, Newport</td>
</tr>
<tr>
<td>Local authority corporate managers</td>
<td>Corporate Policy and Performance Manager City Learning Manager</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chief Education Officer</td>
<td>Head of School of Improvement</td>
</tr>
<tr>
<td>Head of School of Improvement</td>
<td>Community Development Manager</td>
</tr>
<tr>
<td>Senior local health representative</td>
<td>Partnership Manager Gwent NHS Trust Child and Family Division</td>
</tr>
<tr>
<td>Head of local Probation Service</td>
<td>—</td>
</tr>
<tr>
<td>Senior manager of Job Centre Plus</td>
<td>—</td>
</tr>
<tr>
<td>Representative of local Federation of Housing Associations</td>
<td>—</td>
</tr>
<tr>
<td>Other appropriate organisations (s 125 Learning and Skills Act)</td>
<td>Newport Youth Council</td>
</tr>
</tbody>
</table>