Páirtiocht Iarthar Bhéal Feirste

West Belfast Partnership

West Belfast Partnership Board

Education and Training Forum

2011 – 2012

Outcome Report

FOREWORD

One of the key priorities of the West Belfast Partnership Board is education and training; we believe strongly that all children and young people living in West Belfast should have the opportunity to achieve to their full potential. How we, the Partnership Board, assist in supporting their needs are a measure against which our work should be judged.

The West Belfast Partnership Board's Education and Training Forum, formed in late 2010, was tasked with focusing on particular recommendations arising out of an Education and Training Inspectorate (ETI), Area Based Evaluation Report. The ETI report focused on the quality of strategic planning, learning and transition arrangements for education and training in west Belfast. This Education and Training Forum Outcomes Report, reflects the work and outcomes of the Forum from its inception to completion of their designated tasks.

Whilst the West Belfast Partnership Board recognise that there is much to be done to improve transition arrangements, quality assurance and strategic planning in education and training, we hope that the work of the Forum will make some small contribution; which when partnered with other relevant organisations work, will make a difference to the future of our children and young people.

We offer this report to our Forum members, elected representatives, and interested statutory, community and voluntary groups working with children and young people in the west of the city and beyond. In the hope that our experience and information may be shared to the benefit of all who are supportive of improving the quality of education and training provision generally but specifically in West Belfast.

There are many new education and political initiatives emerging from our leaders and these initiatives need to take cognisance of the changing needs of our young people and the demands being placed on them. The new West Belfast Education and Training Forum is at the planning stage and we very much hope that this Report will inform their thinking and indeed the thinking of the 'change makers and stakeholders' in our community. We take this opportunity to thank the West Belfast Partnership Board, Education and Training Forum members for giving so generously of their time and expertise and in producing this Report.

Geraldine McAteer, CEO West Belfast Partnership Board
Tom Armstrong, Chair Education and Training Forum

December 2012

EXECUTIVE SUMMARY

In 2009 the Education and Training Inspectorate (ETI) undertook a west Belfast area based evaluation of the quality of strategic planning; learning and transition arrangements for education and training in west Belfast.

Their report; published in 2010[1], highlighted a number of areas for development and encapsulated these in a number of 'key priorities for action' for the Department of Education (DE) and the Department for Employment and Learning(DEL), the key educational stakeholders and the organisations.[2] This report is written in the context of 'the organisations' response to the ETI recommendations: specifically the response of the West Belfast Partnership Board's, Education and Training Forum (2011 - 2012)

The West Belfast Partnership Board's, Education and Training Forum

Following publication of the report, a number of organisations under the umbrella of the West Belfast Partnership Board (WBPB) met to discuss how action could be taken to address those key priorities highlighted in the report which were of importance to WBPB constituent groups. That discussion led WBPB and these constituent groups to replace the existing WBPB Education and Training Subcommittee with an Education and Training Forum (ETF).[3]

The ETF was tasked with developing a workable response to three key priorities. The ETF Terms of Reference particularly set the Forum the task of achieving the following outcomes[4]:

➢   To develop and drive a strategic plan for education and training across West Belfast whilst taking consideration of recent recommendations e.g. ETI Area Based Inspection Report, and

➢   the development of a set of strategic recommendations to be incorporated into the WBPB Strategic Plan 2012 - 2015;

➢   the development of an integrated and co-ordinated Transitions Proforma; and

➢   the development of a generic Quality Assurance Template for Education and Training.

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[1] Available on the Education and Training Inspectorate website: www.etini.gov.uk

[2] Organisations include pre-school providers, primary schools, post-primary schools, special schools, further education colleges, training organisations, alternative education providers and the youth service.

[3] WBPB, ETF Membership - Appendix A

[4] ETF Terms of Reference - Appendix B

The ETF under the chairmanship of Mr Tom Armstrong responded to this challenge by setting up three working groups as follows:

1. Transitions Working Group;
2. Strategic Development Working Group; and
3. Quality Assurance Working Group.

Outcomes

Transitions Working Group

A key recommendation from the ETI in regard to Transitions was around portability of pupil/student information. The Transitions working group in conjunction with partner organisations developed two Transition Proforma; Pre-school to age 16 and Post 16. Having developed the Proforma the Forum decided to test and trial these by undertaking a small scale pilot with the purpose of establishing effectiveness and potential areas for concern.

There were two main learning points arising from the Pilot:

1. The proforma appeared to generate a good overview of individual attainment and social/emotional data.

2. There is a major issue in how data is generated and how it moves with the individual at each stage of their educational journey, particularly following Post 16 Education when routes into Education and/or Training become diverse and choices for young people increase.

A number of factors impeding the introduction of a generic Transitions Proforma were established. The resolution of which would need to be addressed by agencies other than the WBPB.

Given the small scale of the Transitions Proforma Pilot, and the limited resources available to undertake the task, the WBPB Education and Training Forum consider the outcome of the Pilot to be positive in that it highlighted many of the issues which need to be resolved prior to the introduction of a generic Transitions Proforma.

Quality Assurance

The Quality Assurance Working Group undertook to investigate existing Quality Assurance templates and make recommendation to the ETF on a generic Quality Assurance model. A Quality Assurance model was developed with the assistance of Mr Gerry Kelly, formerly of the ETI, who consulted with Community partners in the creation of the generic Self Evaluation template.

This process also highlighted issues relating to the embedding of a template in the work of both statutory and community based organisations, they are as follows:

➢ The majority of organisations involved with Education and Training have developed or agreed with their funders a specific Quality Assurance model, and may view this template as duplication of existing arrangements rather than complementary to those arrangements.

➢ The importance of a generic format which provides an effective benchmarking tool therefore needs to be discussed further with all organisations.

➢ The Department of Education and Department of Employment and Learning would need to lend their support to the use of the template in order to further its use.

➢ Training in the completion of this Self Evaluation template is necessary in order to ensure that participating organisations develop a clear understanding of the benefits of a generic template with which they can measure and benchmark performance to improve outcomes for their clients.

Strategic Planning

The Strategic Planning Working Group comprised representatives from key educational organisations within the area, from early years to Post 16 Education. This group undertook to make recommendation to the Education and Training Forum and the West Belfast Partnership Board on a strategic direction for Education and Training in west Belfast.

The working group reported to the Education and Training forum and the recommendations, subsequently incorporated into the Board's current Strategic and Operational Plan for 2012 – 2015 are as follows:

➢ Establish a revised West Belfast Partnership Board, (WBPB) Education and Training Forum with membership to include business and employer representatives and re-framed Terms of Reference. With new TOR's to include identification of resources and funding for action.

➢ Develop a WBPB, PR strategy to publicize the work of organisations/people in west Belfast and the role of the WBPB in supporting that work.

➢ WBPB should identify education and training opportunities in Numeracy, Literacy, career planning, parental support and Continued Professional Development and focus on an identified project for specific support and resources (e.g. Strategic Investment Fund). The WBPB to align closely with the Education and Skills Authority/City Council, as appropriate, in respect of design and implementation of area based education and training projects.

➢ A WBPB Think Tank to agree future actions should be created.

➢ The WBPB to support the Education and Training Forum to have enhanced recognition and status as the local hub for disseminating information and training on learning and training issues.

➢ Review the West Belfast Partnership Board Membership and Reporting Policy for respective user groups.

➢ WBPB Education and Training Forum to monitor a standardised Quality Assurance procedure, and use agreed Transition proforma (pre-school to third level education).

Conclusion

Having completed the task of recommending a strategic direction, formulating a generic Transitions proforma and developing a Quality Assurance template, the current Education and Training Forum stood down.

A new West Belfast Partnership Board, Education and Training Forum will be in place early in 2013. The TOR's for this Forum will be based on the recommendations of the 2011 - 2012 Forum and current developments in the wider field of education and training.

Contents

1.0 Context

1.1 In 2009 the Education and Training Inspectorate (ETI) undertook a west Belfast area based evaluation of the quality of strategic planning; learning and transition arrangements for education and training in west Belfast.[5]The evaluation was structured around three main areas:

> ➢ strategic planning for education and training within the area;

> ➢ the quality of learning for young people within the area; and

> ➢ the effectiveness of the transition arrangements for children and young people within and across the various sectors.

1.2 The Inspectorate's aim was to evaluate the overall effectiveness of the work by educational organisations in:

> *making connections for learning for children and young people.*

They also assessed:

> *the extent to which a range of organisations in the west Belfast area work together to provide coherent and relevant educational pathways for learners.*

Their report; published in 2010[6], highlighted a number of areas for development and encapsulated these in a number of 'key priorities for action' for the Department of Education (DE) and the Department for Employment and Learning(DEL), the key educational stakeholders and the organisations.[7] This report is written in the context of 'the organisations' response to the ETI recommendations: specifically the response of the West Belfast Partnership Board's, Education and Training Forum.

2.0 ETI Key Priorities for Action - Organisations

2.1 The organisations need to:[8]

> ➢ *build more effectively on the prior learning at key transition stages in order to raise the standards for all learners and in particular to address the needs of those learners who leave education with no qualifications;*

> ➢ *ensure that their individual development plans are aligned well with an overall strategic plan for the area including the inclusion of joint*

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[5]An Evaluation of the Quality of: Strategic Planning; Learning; and Transition Arrangements for Education and Training in the west Belfast Area.

[6] Available on the Education and Training Inspectorate website: www.etini.gov.uk

[7] Organisations include pre-school providers, primary schools, post-primary schools, special schools, further education colleges, training organisations, alternative education providers and the youth service.

[8] Page 10 ETI West Belfast Area Based Inspection Report

curriculum planning with other schools to ensure continuity and progression in learning across transition stages between different phases; and

➢ *use, where possible, commonly agreed quantitative and benchmarked data, for the tracking of individual learner's attainment as they progress within and across organisations and ensure the better collection of, and transfer onwards of, necessary information about learners who are entering and leaving their organisations, particularly information on the standards they attain.*

3.0 The West Belfast Partnership Board's, Education and Training Forum Response

3.1 Following publication of the report, a number of organisations under the umbrella of the West Belfast Partnership Board (WBPB) met to discuss how action could be taken to address those key priorities which were of importance to WBPB constituent groups. That discussion led WBPB and these constituent groups to replace the existing WBPB Education and Training Subcommittee with an Education and Training Forum (ETF).[9]

3.2 The ETF was tasked with developing a workable response to the three key priorities above. The ETF Terms of Reference particularly set the Forum the task of achieving the following outcomes[10]:

➢ To develop and drive a strategic plan for education and training across West Belfast whilst taking consideration of recent recommendations e.g. ETI Area Based Inspection Report, and

➢ the development of a set of strategic recommendations to be incorporated into the WBPB Strategic Plan 2012 - 2015;

➢ the development of an integrated and co-ordinated Transitions Proforma; and

➢ the development of a generic Quality Assurance Template for Education and Training.

3.2 The ETF under the chairmanship of Mr Tom Armstrong responded to the challenge by setting up three working groups as follows:

1. Transitions Working Group;

2. Strategic Development Working Group; and

3. Quality Assurance Working Group.

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[9] WBPB, ETF Membership - Appendix A
[10] ETF Terms of Reference - Appendix B

4.0   The Transition Working Group

4.1   The Transition Working Group was to investigate existing Transition Proforma and make recommendation to the ETF on a generic Proforma which would be tested and trialled to establish if it would provide, as per the Inspectorate's recommendation:

> *Commonly agreed quantitative and benchmarked data, for the tracking of individual learner's attainment as they progress within and across organisations and ensure the better collection of, and transfer onwards of necessary information about learners who are entering and leaving their organisations, particularly information on the standards they attain.*

4.2   The group considered a number of key elements such as:

- ➢ what are the key Transition points to be considered;

- ➢ who are the key stakeholders to be accessed;

- ➢ what information should be collected to ensure the tracking of individual learner's attainment across organisations?

The outcome was the development of two evaluation forms. One for children up to 16 years of age and one for those entering post 16 Education and Training. The ETF considered that these should provide adequate, timely and relevant information at key transition points in a young person's journey through their education and training journey.[11]

4.3   However, both the Forum and the Working Group recognised that the proforma would need to be tested in the environments in which it was to be used in order to ensure that the document was fit for purpose. Consequently a Transition Pilot commenced in summer 2012 and completed in November 2012.

4.4   The participating groups were representative of pre-school, nursery, primary and post primary schools. The Post Primary Schools undertook to contact those Education and Training organisations to which their pupils were transferring.

4.5   Transition Pilot Outcomes:

- ➢ A total of 125 Transition forms were distributed by WBPB in hard copy.

- ➢ 100 Transitions forms were distributed by the organisations involved.

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[11] Appendix C1 and C2 - Copy of Proforma

> The organisations involved returned an Evaluation Form to the WBPB.

> There was a nil return from post 16 organisations.

> The Evaluation Questionnaire recorded the following:[12]

- 56% of the returning organisations stated that the proforma provided additional information which may enhance the current level of support provided to a child entering the school;
- 44% responded that the proforma did not supply additional useful information. When prompted to why this was the case, it was determined that face to face meetings were held with teachers at transition point 'Nursery to Primary' and that those meetings provided similar information;
- Some organisations found it 'Very Difficult to obtain the information on individual pupils while others found it easy. On further investigation it transpires that geographical location was a major factor in creating a difficulty in obtaining the information, i.e., when pupils were moving from Nursery to Primary within the same location information was easy to obtain and was difficult when this was not the case.
- The most useful information provided by the proforma was as follows:

  - Attendance
  - Family Circumstances
  - Behaviour and attitude
  - Education Attainment
  - Health
  - Additional Support Needs
  - Support Agencies involved with the individual
  - Parent/Guardian Details
  - Areas for Development

- Respondents varied in the amount of work it needed to gather information, ranging from moderate to substantial.
- Reactions to the value of the Proforma were mixed, In some cases it was felt that it 'added value' and in others that it was a repeat of a system already in place. One organisation made the following comment:

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[12] Appendix D:1 and D:2 – Evaluation Questionnaires – Nursery to Age 16 and Post 16

The timing of the transition form meant that the transition information was in addition to what had already been done. However as a proforma I would recommend it as a tool to use but it needs to be universal in it's use.

4.6   Conclusion - Transitions Pilot

The key recommendation from the ETI in regard to Transitions was around portability of pupil/student information. Two main learning points arising from the WBPB Transitions Pilot were:

1. The proforma appeared to generate a good overview of individual attainment and social/emotional data.

2. However; there is a major issue in how data is generated and how it moves with the individual at each stage of their educational journey, particularly following Post 16 Education when routes into Education and/or Training become diverse and choices for young people increase.

A number of issues impeding the introduction of a generic Transitions Proforma were established. The resolution of these issues would need to be addressed by agencies other than the WBPB.

Issues:

1. There is a need to identify the best time to forward the proforma to the stakeholders involved, as it is crucial for schools/training organisations etc., to have the information at a time when staff are available to collate and review the information.

2. It is important that a generic proforma be sanctioned by the relevant authorities – DENI / DEL and their associates- BELB / CCMS etc. Having credibility and a currency is important and the project highlighted the fact that these same organisations had already designed or were in the process of designing similar proforma. One agreed proforma is sufficient.

3. There is a need to further inform all the stakeholders of the rationale for the proforma and the objectives for its use well in advance of circulation. How stakeholders are informed of the rationale and who undertakes the task of disseminating information are important questions.

4. The impact of how the information is used will be important as a justification of its purpose and this will also help to refine the proforma. Again how the impact is evaluated and who carries out the evaluation are important questions.

5.	There are issues of data protection requiring regulation to be in place.

6.	The additional workload involved in completing, circulating, monitoring and storage of the information need to be considered. Although it is apparent that much of this information is already provided by and to stakeholders using their individual systems.

7.	Tracking mechanisms need to be developed in order to ensure that a full picture of an individual's attainment, needs and progress are recorded.

Given the scale of this Transitions Proforma Pilot, and the limited resources available to undertake the task, the WBPB Education and Training Forum consider the outcome of the Pilot to be positive in that it highlighted many of the issues which need to be resolved prior to the introduction of any generic Transitions Proforma.

## 5.0	The Quality Assurance Working Group

5.1	The Quality Assurance Working Group undertook to investigate existing Quality Assurance templates and make recommendation to the ETF on a generic Quality Assurance model, which would once tested and trialled provide effective self-evaluation arrangements, as per the Inspectorate's recommendation:

That there is a need to:

> *develop more effective self-evaluation arrangements within individual organisations and across the geographical area, focusing in particular on improving further the quality of education and training provision and the standards achieved by learners;*[13]

5.2	Mr Gerry Kelly, formerly of the ETI was engaged to consult with Community partners in the creation of a generic Self Evaluation template. Gerry in consultation with the ETF working group developed the template which is attached as Appendix E.

5.3	There are a number of issues relating to the embedding of the template in the work of both statutory and community based organisations, they are as follows:

> ➢ The majority of organisations involved with Education and Training have developed or agreed with their funders a specific Quality Assurance model, and may view this template as duplication of existing arrangements rather than complementary to those arrangements.

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[13] ETI Report page 5

➢ The importance of a generic format which provides an effective benchmarking tool therefore needs to be discussed further with all organisations.

➢ The Department of Education and Department of Employment and Learning would need to lend their support to the use of the template in order to further its use.

➢ Training in the completion of this Self Evaluation template is necessary in order to ensure that participating organisations develop a clear understanding of the benefits of a generic template with which they can measure and benchmark performance to improve outcomes for their clients.

6.0   Strategic Planning Working Group

6.1   The ETI report stated that there was a need to:

> *align the strategic and operational plans of organisations and their key partners within the area;[14]*

6.2   The ETF Strategic Planning Working Group comprised representatives from key educational organisations within the area, from early years to post 16 education. This group undertook to make recommendation to the ETF and the WBPB on a strategic direction for the West Belfast Partnership Board in regard to Education and Training in west Belfast.

6.3   The recommendations which were incorporated into the WBPB current Strategic and Operational Plan for 2012 – 2015 are as follows:

➢ Establish a revised West Belfast Partnership Board, (WBPB) Education and Training Forum with membership to include business and employer representatives and re-framed Terms of Reference. With new TOR's to include identification of resources and funding for action. Further operational comment on a possible framework for a re-constituted ETF are at Appendix F[15]

➢ Develop a WBPB PR strategy to publicize the work of organisations/people in west Belfast and the role of the WBPB in supporting that work.

➢ WBPB should identify education and training opportunities in Numeracy, Literacy, career planning, parental support and Continued Professional Development and focus on an identified project for specific support and resources (e.g. Strategic Investment Fund) The WBPB to align closely with the Education and Skills Authority/City

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[14] ETI report page 5
[15] Possible elements of an ETF Framework

Council, as appropriate, in respect of design and implementation of area based education and training projects.

➢ A WBPB Think Tank to agree future actions should be created.

➢ The WBPB to support the Education and Training Forum to have enhanced recognition and status as the local hub for disseminating information and training on learning and training issues.

➢ Review the West Belfast Partnership Board Membership and Reporting Policy for respective user groups.

➢ WBPB Education and Training Forum to monitor a standardised Quality Assurance procedure, and use agreed Transition proforma (pre-school to third level education).

Appendix F: WBPB – ETF Strategic Recommendations 2012

7.0 Conclusion

Having completed the task of recommending a strategic direction, formulating a generic Transitions proforma and developing a Quality Assurance template, the current Education and Training Forum stood down.

A new Education and Training Forum with TOR's based on the recommendations at Appendix F will be in place early in 2013.

Appendix A

WBPB Education and Training Forum Membership

Ms	Tina	Adair	BELB
Mr	Tom	Armstrong	CBS
Ms	Louise	Brennan	ISCYP AEP
Ms	Yvonne	Connolly	Footprints Women's Centre
Ms	Monica	Culbert	Good Shepherd Nursery School
Ms	Tina	Gregory	Clanmore Surestart
Mr	Ronan	Heenan	Diaryfarm Training
Ms	Pauline	Kersten	Conway Education Centre
Ms	Mary	Lyons	Springvale Learning
Mr	Peter	McAlister	SEELB
Mr	Padraig	McCathail	Colaiste Feirste
Mr	Keith	McCaugherty	Holy Trinity Youth Centre
Ms	Sharon	McCullough	Lenadoon NP
Ms	Angela	Mervyn	Andersonstown Neighbourhood Partnership
Ms	Trish	Moore	Barnardos
Mr	Terry	Murphy	CCMS
Mr	Cathal	O'Doherty	St Pauls Primary School
Mr	Joe	Reid	Belfast Met
Ms	Deirdre	Walsh	Whiterock Children's' Centre
Ms	Margaret	Watson	BELB
Ms	Janice	McHenry	WBPB

Appendix B

West Belfast Partnership Board

Education and Training Forum Terms of Reference

This Forum was set up to address Education and Training provision across West Belfast - and addresses the relevant needs and aspirations of our people - through promoting access, participation and outcomes.

1. To develop and drive a strategic plan for education and training across West Belfast whilst taking consideration of recent recommendations e.g. ETI Area Based Inspection Report.

2. To work towards raising attainment levels and outcomes in education, training and lifelong learning across Greater West Belfast.

3. To advocate on relevant issues on behalf of Education and training Stakeholders across Greater West Belfast.

4. To develop a participation model ensuring inclusion of the voice of Education and Training Stakeholders.

5. To promote the greater sharing of information and good practice among Education and Training Stakeholders.

6. To provide a collective voice in relation to strategic policy issues facing education and training in West Belfast.

Appendix C: 1

<div align="center">

Insert school logo
Insert school address

Confidential Transition Information - Nursery to Age 16
[Progression between Family, pre-schools, Schools, Educational Stages, Alternative Education Centres, Other providers].

</div>

Referral Agency: _____

Representative Name & Contact details: _____

Pupil / Student Name: _____

Pupil / Student D.O.B: _____

Name of School / Other Education Provider:_____

Previous School / Other Education Provider: _____

Parent/Guardian/Student's Signature *(for authorisation where applicable)***:**

_____

Attendance overview (%): _____

Family Circumstances - [Social, Emotional, Behavioural Needs: *[where applicable]*

_____
_____

General overview on behaviour and attitude:

_____
_____

Level of Educational Attainment / Key Stage / Qualifications Obtained:

_____
_____

Health Requirements:

_____
_____

Additional Support Needs: (specify)

Literacy	Numeracy	ICT	Stage on SEN Code of Practice

Does / did the named young person have an Educational Statement while attending

previous school / Other Education Provider: Yes ☐ No ☐

Support Agencies involved with the child/young person	Key contacts	Telephone

Parent/Guardian Details: _____

Relationship to Child/Young Person:

_____

Name:

_____

Address:

_____

_____

Telephone and/or mobile number:

_____

Follow up Actions by:

Sending Organisation	
Literacy/Numeracy Support	
Social, Emotional, Behavioural support	
Interest Areas	
Areas for Development	

Receiving Organisation	
Literacy/Numeracy Support	
Social, Emotional, Behavioural support	
Interest Areas	
Areas for Development	

Any further comments:

Return Form to: Insert address marked **Confidential**

Appendix C: 2

INSERT ORGANISATION LOGO/NAME HERE

Transition Information - Post 16 [progression into School based Post 16, FE, Training Organisations, Employment/Other]

Name of FE College / Training Organisation / Other Education Providers:
_____

Referral Agency & Representative:
_____

Contact details:
_____

Post Primary School:
_____

Student's Name:
_____

Student's D.O.B: _____   **Date:** _____

Student's Signature for Authorisation of Information:
_____

Attendance (%) over Years 11 & 12:
_____

General overview on behaviour and attitude:
_____
_____

Level of Educational Attainment / Qualifications Obtained:
_____
_____
_____

Health Requirements:
_____

Educational Welfare Officer/Careers Service Advisor Comment:
_____
_____
_____
_____

Student/Parent Comment:

_____

_____

_____

Additional Support Needs:

Literacy	Numeracy	ICT
☐	☐	☐

Did the named student have an Educational Statement while attending Post Primary/ Primary education?   Yes   ☐   No   ☐

Support Agencies involved with the student:

_____

_____

_____

Parent/Guardian Details:

Relationship to student: _____

Name:

_____

Address:

_____

_____

Telephone and/or mobile number:

_____

Follow up Actions by:

Sending Organisation

Receiving Organisation

Appendix D: 1

West Belfast Partnership Board – Education and Training Forum
Transition Pilot Nursery to Age 16 Proforma Evaluation Questionnaire

Name of Participating Organisation:	Contact Name:

Please place an X in the appropriate box/boxes

1. What was your organisations role in the Transition Proforma Pilot?

- A distributor of completed proforma ☐
- A receiver of completed proforma ☐
- Both a distributor and receiver ☐

2. Type of Organisation: Tick as appropriate

Programme for 2 year olds ☐   Nursery School ☐

Primary School ☐   Post Primary School ☐

Alternative Education Provision (AEP) ☐
Post 16 – Training Organisation ☐
      Further Education ☐
      School ☐

Other (specify) _____

3a. How many Transition Proforma were distributed and/or received by your organisation:

'Nursery to Age 16':   Distributed ☐   Received ☐

'Post 16':   Distributed ☐   Received ☐

3b. How did you distribute the Transitions Proforma?
    email ☐   paper copy ☐

3c. How did you record information received? Electronically ☐   Hardcopy ☐

For the receiving organisation

4. Did the proforma provide additional Information which may enhance the current level of support provided to a child/young person entering your organisation?

Yes ☐   No ☐

5. If you answered **No** to question 4: what further information should be included in the proforma?

6. Which of the following information did you or your colleagues find most useful: (X all that apply)

1. Attendance ☐
2. Family Circumstances ☐
3. Behaviour and attitude ☐
4. Educational Attainment ☐
5. Health ☐
6. Additional Support Needs ☐
7. Support Agencies involved with the individual ☐
8. Parent/Guardian Details ☐
9. Areas for Development ☐

For the completing organisation

4. How many individuals did you contact when completing the Proforma (e.g. Parents/Teachers) ☐

The number of organisations contacted (e.g. schools) ☐
Was this contact more, the same or less than usual at Transition periods?

More ☐   the same ☐   Less ☐

5. How easy was it to obtain the information required to complete the proforma? If there was a particular difficulty please specify:

Very Difficult ☐

Difficult ☐

Easy ☐

Very Easy ☐

6. Did completing the proforma 'Add' to your normal workload?	Substantially ☐ Moderately ☐ It didn't ☐ 24
7. If you answered 'Substantially' or 'moderately' do you think it was a valuable exercise? If not why not?	Yes No ☐ ☐
8. Any further Comments:	

Thank you for taking part in the Pilot of the Transitions Proforma

Completed questionnaires should be returned to: janice@wbpb.org by 5 November 2012

APPENDIX D: 2

Evaluation of West Belfast Pilot Post 16 Transition Proforma

Please complete and return this evaluation form to the address at the bottom of the enclosed Post 16 Transition Forms.

Background Information

The development of the Transition proforma was initiated following a recommendation made by the Education and Training Inspectorate (ETI) in a West Belfast Area Based Inspection. The purpose is to provide adequate, timely and relevant information at key transition points in a young person's learning journey. Several schools in west Belfast are participating in an evaluation of this Transition proforma and would like to establish the value of the information received by Post 16 organisations.

1. How many forms have your organisation received from west Belfast Schools/Alternative Education Provision?
Enter number

2. Name of your organisation   3. Enter type of organisation

4. Was the content of the form suitable for your needs?

1 Yes

2 No

3 not applicable

5. Is the information adequate and relevant in supporting a Learner's induction and integration into their course?

☐   a. not adequate - more/less information required (specify)_____

☐   b. adequate

☐   c. not relevant – different information is required (specify)_____

☐   d. relevant

6. Would the information improve your course planning and delivery?

☐ yes   ☐ no ☐   I already receive this information from another source

Comments

Thank you for participating

Appendix E

WEST BELFAST PARTNERSHIP

THE SELF-EVALUATIVE FOLLOW-UP AND QUALITY ASSURANCE PROCESS

The West Belfast Partnership requested me to assist them in their response to the Education and Training Inspectorate Report. As you know the Inspectorate will be following up on the matters arising in their report.

I know that your involvement has and remains entirely voluntary but I am also aware, as you are, of how important this work is for west Belfast and its young people and that this has been described as ' ground-breaking work'.

I have been requested to produce a generic response template based on your self-evaluation or quality assurance of any progress made. Since the WBPB, wishes you to have ownership of the process, I have worked with a number of organisations to obtain ideas and thoughts in producing something which is both easy to use but sufficiently robust.

What I would want from you at the meeting is - what matters have you been working on since the ETI report- how well is it going- what evidence can you provide to demonstrate improvement etc. It's on this basis that I will pull together something for all of us.

BACKGROUND

Inspection evidence across Europe demonstrates that effective self-evaluation within (a) major support organisations, or (b) coherently done across groups of single institutions within an area or region, plays a key role in initiating and maintaining action for improvement. Crucially, this complements well the improvement work done within single educational institutions and thus improves the quality of learning and teaching and the standards achieved by individual learners.

The Education and Training Inspectorate (the Inspectorate) holds the view that effective "follow-on work" following inspection or "follow-on to inspection" (FOTI) work by major support organisations, or groups of institutions within a region, is an important element in bringing about lasting and sustainable improvement in quality of experiences and standards reached for individual learners. A success criterion that needs to be met for

the FOTI process is the extent to which the major support organisation or group of single institutions, "follows on" and ensures effective improvement work from the original inspection.

In the Inspectorate's view, a key and necessary part of this is how rigorously and effectively the support organisation of group of single institutions collectively conducts **their own evaluation of the progress made since the initial inspection on _the areas for improvement_ identified by the inspection team.**

THE SELF-EVALUATIVE PROCESS FOR AN ORGANISATION

The organisation is asked to produce for ETI a written report of the progress made in the _**main areas for improvement**_ identified in the original inspection.

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<u>What goes into the Organisation's Self-Evaluative Report?</u>

It is up to the individual organisation to decide on the length and format or layout for its response. It is recommended that it should be short and manageable. It should focus on the key issues only and for each issue no more than two A4 pages. this section provides you with possible headings for each issue or for a composite response. You may wish to write on each issue/ initiate separately or one composite overall response. This was written to help create a generic way for responding across all of the organisations.

Whatever format is employed each organisation's self-evaluative report should state clearly:

- the **areas for improvement** identified in the initial inspection report – how do the development plan and action plans reflect the priorities for action outlined in the WBPB's response to the inspection;

- the **baseline position** on the priorities identified for improvement- what was or was not happening at the time of the inspection in the organisation- what was going well or not so well;

- the **quality indicators** you were or are using or intending to use to measure improvement – this is the **evidence** you have used / gathered to evaluate the progress made and the quality of education/leadership now provided on each of the priorities; the sources **of the evidence**, and **how the evidence was gathered [SEE APPENDIX 1]**;

- the **action taken** on the priorities- what has the organisation done since the inspection?

- any **support or help obtained from external agencies or from any source, if it was appropriate / useful and how was it used- it will also mean the new / additional resources you have used**;

- the **progress** you have made on the key priorities or the key areas for improvement-- What do you believe has yet to be achieved- what work needs to be done;

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- the **quality of outcomes,** including standards reached, in the areas for improvement identified; and

- the **conclusion[s] and any recommendations** for ongoing action- what matters need to happen to ensure success- In addition, the organisation may wish to give its own evaluative summary / conclusion for each issue and an overall summary comment. Appendix 2 below suggests those which are currently in use in DE/ETI- they provide a range of descriptors which you may wish to use.

FURTHER, THE ORGANISATION MAY WISH TO OUTLINE OTHER INITIATIVES WHICH IT HAS PROGRESSED FROM THE ORIGINAL INSPECTION WHICH IT BELIEVES IS MAKING A DIFFERENCE.

SEE APPENDIX 3 FOR A SUMMATIVE RESPONSE TEMPLATE

OVERALL:
The focus of the organisation's self-evaluation and self-evaluative report should provide sufficient evidence of progress made on all of the issues identified but ETI recognise that some issues may take much more time than others and some are much easier to address than others.

The organisation may prioritise the issues worked on and work at different rates on these issues; that is for the organisation to decide on these.
Self-evaluation is not a reason to postpone working on some of the areas for improvement. Organisations should be careful to ensure that the areas for improvement are important, can make a real difference and
are being addressed in a holistic manner, and in a way that ensures the   progress can be sustained.

THE QUALITY ASSURANCE ROLE OF ETI

What is the point of the QA process and the object of the ETI QA   report?
The key objectives of the QA by ETI are:

- to evaluate and report on the progress made in ***the key areas*** for improvement identified during the original inspection;

- to evaluate and report on the quality of the **management/*leadership in addressing*** the key areas for improvement identified during the original inspection;

- to evaluate how well the organisation is taking forward the process **of self-evaluation** leading to improvement;

- to gauge the quality of **external support** provided for the organisation in the interim period, if relevant; and

Provide can overall comment / conclusion on the progress made

APPENDIX 1 (Quality Assurance)

TYPES OF EVIDENCE

It is up to the organisation to select and agree the appropriate forms of evidence- these are only meant to assist you – they are only suggestions and some may not suit your circumstances but may help you to think of more suitable ones.

WRITTEN PLANNING

A key aspect of evidence will be overall planning and Action Plans linked to the WBPB Strategic Plan[s].

In their development plans, how does the organisation's plan reflect WBPB plans / priorities/ strategic objectives – and thus the WBPB's response to the inspection – this may entail a combination of Short and Long Term Action Plans.

QUANTITATIVE DATA

There is a range of quantitative data which you can use to help you reach an evaluation. This list is neither prescriptive nor exhaustive:

- examination results - levels of attainment
- value-added measures of performance
- learner's progress from prior levels of attainment
- learner's progress in meeting targets
- overall progress towards set targets
- data collected locally
- analysis of other key performance data, such as: finance, learner attendance, learner exclusion rates, progression rates and leavers' destinations

PEOPLE'S VIEWS

You can ask people what they think. This list provides some suggestions for you:

- individual interviews with members of staff
- individual interviews with parents
- group discussions
- discussions with members of a learner forum
- focus groups
- working parties
- questionnaires and surveys to gauge satisfaction and to elicit suggestions for improving effectiveness- staff/ learner/parents/ other stakeholders
- written responses and detailed comments
- team meetings at all levels

DIRECT OBSERVATION

If appropriate, you can engage in direct observation of learning and teaching / training / support. For example:

- shadow individual learners
- follow a class / group
- observe lessons /sessions
- presenters / teachers to reflect /record /comment on their own teaching/ training
- joint presenting /teaching / observe each other in pairs

You can engage in direct observation of a range of documents. For example:

- learner's work and responses to tasks
- reports to and from parents
- programmes or schemes of work
- presenter's / teachers' plans
- progress reports
- organisational development plans
- policies and guidelines
- minutes of meetings / action points and follow-up work

APPENDIX 2: Quality Assurance

What Descriptors might the Organisation use to Comment on Quality?

This is a matter for the organisation. The organisation is free to choose whatever quality indicators it judges appropriate for its evaluation of the progress made in each identified key area or area for improvement and provide an overall comment on progress made. The organisation could use descriptors and performance levels such as those available from the Inspectorate website (www.etini.gov.uk) which are also summarised below. The organisation should however select appropriate descriptors to record the summary of the evaluation of two key elements:

- The **quality** of education/support now provided in each key area or area for improvement which were inspected. You are also at liberty to comment of areas which were already good or better but which have also progressed since the inspection.

- The **progress made overall** during the follow-up period - as a final concluding comment or statement.

For each of these, the organisation may choose from the following six descriptors and associated performance levels:

OUTSTANDING:
In the areas inspected, the quality of education/training/support provided by this organisation/region is now outstanding.

VERY GOOD

In the area[s] inspected, the quality of education/training/support provided by this organisation/region is now very good. The organisation/region is meeting very effectively the educational needs of the learners and has demonstrated its capacity for sustained self-improvement.

GOOD

In the area[s] inspected, the quality of education/training/support provided by this organisation/region is now good. The organisation has important strengths in most of its educational/support provision. The organisation has demonstrated the capacity to address a few remaining minor areas for improvement.

SATISFACTORY

In most of the areas inspected, the quality of education/training/support provided by this organisation is now/remains satisfactory; the strengths outweigh areas for improvement in the provision. The organisation has demonstrated evidence of improvement but aspects of the areas for improvement in standards/learning and teaching/leadership and management remain to be addressed.

INADEQUATE

In almost all of the areas inspected, the quality of education/training/support provided by this organisation is now/remains inadequate; the significant areas for improvement outweigh the strengths in the provision.
Important/substantial areas for improvement identified during the original inspection in standards/learning and teaching/leadership and management remain to be addressed urgently.

UNSATISFACTORY/ POOR

In the areas inspected, the quality of education/training/support provided by this organisation is now/remains unsatisfactory; the major areas for improvement significantly outweigh the strengths in the provision. Major areas for improvement identified in the original inspection in standards/learning teaching/leadership and management remain to be addressed urgently.

To make a subsequent statement on the overall **progress made** since the time of the original inspection the organisation could, along with their other evidence of improvement, compare the overall performance level published in the conclusion of the original inspection report to that selected by the organisation at the end of the follow-up inspection period, and then choose from the following as a summary statement of overall progress.

Finally, it is important that the organisation's evaluation is accurate, and is backed up by appropriate first-hand evidence as in Appendix 1 above or other robust and suitable evidence.

APPENDIX 3 THE SUMMATIVE RESPONSE TEMPLATE - TO BE USED FOR EACH AREA OF IMPROVEMENT – QUALITY IMPROVEMENT

RESPONSE TEMPLATE FOR EACH AREA OF IMPROVEMENT
THE AREA FOR IMPROVEMENT
THE DEVELOPMENT PLANNING PROCESS - ACTION PLANS - PRIORITIES FOR ACTION - LINKS TO WBPB RESPONSE
THE BASELINE POSITION AT THE TIME OF THE ORIGINAL INSPECTION
QUALITY INDICATORS AND EVIDENCE USED TO MEASURE IMPROVEMENT
ACTION WHICH HAS BEEN UNDERTAKEN – WHEN AND BY WHOM? AND THAT WHICH IS INTENDED TO TAKE PLACE
EXTERNAL SUPPORT OBTAINED- WHERE FROM AND HOW VALUABLE?
TYPES OF RESOURCES EMPLOYED, OBTAINED AND UTILISED
PROGRESS MADE TO DATE – OUTCOMES AND EVIDENCE- EVALUATIVE CONCLUSION
OVERALL SELF-EVALUATIVE CONCLUSION – GENERAL COMMENT RECOMMENDATIONS AND NEXT STEPS

APPENDIX F – Education and Training Forum Recommendations

Key Recommendations to the West Belfast Partnership Board Strategic Plan 2012 - 2015

➢ Establish a revised West Belfast Partnership Board, (WBPB) Education and Training Forum with extended membership to include business and employer representatives and re-framed Terms of Reference. New TOR's to identify resources and funding for action.

➢ Develop a WBPB PR strategy to publicize the work of organisations/people in west Belfast and the role of the WBPB in supporting that work.

➢ WBPB should identify education and training opportunities in Numeracy, Literacy, career planning, parental support and Continued Professional Development and focus on an identified project for specific support and resources (e.g. Strategic Investment Fund) The WBPB to align closely with the Education and Skills Authority/City Council, as appropriate, in respect of design and implementation of area based education and training projects.

➢ A WBPB Think Tank to agree future actions should be created.

➢ The WBPB to support the Education and Training Forum to have enhanced recognition and status as the local hub for disseminating information and training on learning and training issues.

➢ Review the West Belfast Partnership Board Membership and Reporting Policy for respective user groups.

➢ WBPB Education and Training Forum to monitor a standardised Quality Assurance procedure, and use agreed Transition proforma (pre-school to third level education).