

**A report on**

**Monmouthshire Youth**

**Monmouthshire County Council  
County Hall  
Rhadyr  
Usk  
Monmouthshire  
NP15 1GA**

**Date of inspection: October 2025**

**by**

**Estyn, His Majesty's Inspectorate for Education  
and Training in Wales**

**This report is also available in Welsh**

## Context of provision

This inspection of youth work was carried out a few weeks before the inspection of local government education services in the authority. This enables the messages and evaluations from the youth work inspection to inform the inspection of wider local government education services, where relevant.

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Monmouthshire is situated in south-east Wales and has a population of about 94,930, including about 13,469 young people aged 11-25. Inspectors take account of a wide range of information about the local population when evaluating youth services. According to the provider, 9.2% of Monmouthshire's population are from an ethnic minority group. They have 12.5% of learners with additional learning needs (ALN) and 11.4% eligible for free school meals, both of which are below the Welsh average. Monmouthshire Youth Service is part of the local authority's inclusion team within its Children, Learning, Skills, and Economy (CLSE) directorate.

The local authority defines the purpose of its youth service as to 'empower young people of Monmouthshire to thrive and shape futures'. At the time of the inspection, the youth service has 13.27 full-time equivalent staff. There are 10 members of full-time staff and 13 part-time.

The service provides a range of open-access youth work centred around the four main towns of Monmouth, Abergavenny, Caldicot and Chepstow. Three of the towns have dedicated youth centres and there is additional youth club provision available to young people across the authority.

The service provides targeted youth work for vulnerable young people aged 11-25 through workstreams such as the Shift project and the State of Mind programme. Other targeted work is carried out in collaboration with a range of commissioned partners.

The youth service has an annual budget of about £733k, around three quarters of which comes from core youth work funding and the remainder from grants.

## Overview

The young people of Monmouthshire benefit greatly from engaging with youth work provision within the authority. They develop important personal, social and educational skills under the skilful guidance of youth workers, who help them build confidence, resilience and a strong sense of well-being. Many young people make meaningful progress in their learning and their personal development, equipping them with the knowledge, and encouraging their ambition, to achieve their potential as young adults.

Young people receive effective support to maintain engagement in education or training and make positive lifestyle choices. Those at risk of disengagement benefit from targeted interventions that help them improve their attendance. Transition support for pupils in Year 6 is particularly valuable and prepares them well for the move to secondary school. Many young people also acquire useful life skills through informal learning, including making healthy choices and developing independence.

Young people with ALN feel supported, respected and included. They enjoy attending school-based sessions that provide safe spaces for social interaction and development. Welsh speaking young people benefit from opportunities to use the Welsh language naturally through Welsh-medium youth clubs provided by the Urdd, which strengthens their confidence and identity.

Young people express themselves well and contribute actively to discussions about issues that affect their lives. They gain confidence through creative opportunities that promote teamwork, self-reflection and personal expression. Young people demonstrate their ability to listen, challenge and form opinions respectfully. Many feel a strong sense of belonging and purpose through participation in youth work activities, which helps reduce social isolation and builds positive relationships.

Youth workers are well qualified, experienced and highly committed to improving the lives of young people. They know their communities well and create safe welcoming environments where young people can seek support and guidance. They are skilled at listening and initiating meaningful discussions that encourage self-awareness and problem solving. Staff work flexibly across a range of settings, providing a key link between schools and the community.

Youth workers build strong relationships with schools, partners and specialist agencies to ensure that young people receive timely and co-ordinated support. They understand the diverse and sometimes complex needs of young people and respond sensitively to these. Their inclusive practice ensures that all young people, including those from minority

backgrounds, those with ALN and those identifying as LGBTQ+, feel valued and represented.

Youth workers make effective use of supervision and reflective practice to assess the impact of their work and identify opportunities for improvement. Their professional expertise is increasingly recognised across the local authority and by external agencies, who value their contribution to preventative and community-based initiatives.

Leaders provide clear strategic direction and have a strong understanding of the role of youth work across the wider local authority. They have established effective partnerships with internal and external organisations that extend the range and quality of provision. Collaborative arrangements ensure that young people can access services that meet their needs, including support for employment, mental health and homelessness prevention.

Leaders ensure that safeguarding arrangements are robust and that all staff understand and follow agreed procedures. A culture of safeguarding is embedded across the service, supported by regular training and quality assurance of referrals. Leaders place a strong emphasis on staff well-being and provide access to supervision and professional support when required. Regular supervision and structured workforce development ensures that staff understand their responsibilities and have access to appropriate professional learning opportunities.

Leaders make good use of live data to inform planning and monitor performance. A comprehensive management information system captures data through session records that feed directly into the service delivery plan. This enables timely decision making and helps leaders evaluate the effectiveness of provision, including that delivered by partners. However, the local authority's scrutiny arrangements do not provide appropriate oversight or challenge to support the service's ongoing improvement.

The youth service has a clear and inclusive vision that empowers young people to thrive and shape their futures. Its provision is well regarded by young people, partners and senior officers. It makes a valuable contribution to the local authority's wider objectives, helping young people to develop confidence, independence and active citizenship. Through skilled staff, effective partnerships and strong leadership, the youth service makes a significant and positive difference to the lives of young people in Monmouthshire.

What young people can expect from Monmouthshire Youth Service:

- Youth work in Monmouthshire helps young people to feel more confident, supported and ready for the future. Youth workers provide opportunities for young people to meet new people, learn new skills and have fun in safe spaces where they can be themselves.

- Youth workers listen, care and support young people. They help with things like school worries, friendships and mental health. Many young people told us their youth worker is someone they can really trust.
- Youth workers help young people stay in school, make healthy choices and learn life skills like cooking, teamwork and decision-making. Creative sessions like music, art and film help young people express themselves and feel proud of what they can do.
- Young people have a real voice in shaping youth work. Through ‘Make Your Mark’ and youth conferences, thousands share their views on what matters most – such as the cost of living, mental health and employment and skills. Young people see their ideas turn into real action.
- The youth service makes sure everyone feels included and respected. Young people from all backgrounds are supported to take part and celebrate who they are.
- Youth workers are passionate and well trained. They work with schools, communities and other organisations to make sure young people get the right help at the right time.
- The youth service manager and leaders have a clear vision – to help every young person in Monmouthshire thrive and shape their own future. They use what young people and staff tell them to keep improving what they do.

## **Recommendations**

We have made one recommendation to help the service continue to improve:

- R1. Ensure that the youth service is included in formal member-level scrutiny arrangements so that elected members can provide appropriate oversight and challenge

## **What happens next**

The provider will draw up an action plan to address the recommendations from the inspection.

## Main evaluation

### How does youth work help young people achieve their potential?

Many young people who engage with youth work in Monmouthshire benefit educationally and personally from the activities available to them. Under the skilful guidance of youth workers, they develop the knowledge and resilience necessary to help them achieve their potential as young adults.

#### Educative

Many Year 6 pupils benefit from the transition support facilitated by youth workers. They receive information and valuable guidance on issues that could affect them in secondary school, such as about peer pressure, smoking and healthy relationships. They enjoy these activities with their peers and are well-prepared for the next step in their educational journey.

Young people who are at risk of disengagement, receive valuable individual support which in turn leads them to attend school more regularly and engage more effectively with their education. Vulnerable young people and those requiring assistance with their learning benefit from valuable mentoring support and guidance which in turn can lead to accreditation opportunities, such as accredited learning for young carers.

Young people with ALN feel supported and listened to by youth workers in tailored provision within schools, including during lunchtime youth clubs. They interact well in activities and feel better prepared to maintain their interest and engagement with formal education.

A few young people make significant progress in their educational attainment and move from attending youth clubs to qualifying as youth workers themselves, achieving Level 3 professional qualifications.

Welsh speaking young people develop their use of the Welsh language outside of formal educational settings beneficially in Welsh-medium youth clubs run by the Urdd. This extends their use of Welsh valuably within natural social interactions and assists them in becoming increasingly confident and active Welsh speakers.

Overall, many young people acquire and practice valuable life skills such as cookery and gain valuable knowledge of how to live and eat healthily.

## **Expressive**

Generally, young people express themselves eloquently, for example through activities such as 'question of the week'. This encourages young people to express their opinions in written comments which leads to discussions that stimulate their thinking, their ability to reflect and to form their own conclusions and views. For example, young people thoughtfully consider community and health issues such as vaping.

Many young people learn to express themselves creatively through activities such as arts and crafts. They also benefit from creative opportunities such as taster and experiential workshops from a local dance company, expressing themselves effectively through, film, dance, DJing, beat boxing, film making, song writing and street art. These activities support their mental health, physical fitness, and develop social skills such as teamwork and respect. In addition, they acquire other practical skills through working with youth workers to organise festivals such as Cabin Fest, with young people leading and taking responsibility for promoting and DJing.

## **Participative**

Nearly all young people participate enthusiastically in sessions and activities and clearly enjoy themselves. They are welcoming, friendly and engage constructively. They develop valuable social skills when interacting with other young people and adults.

Nearly all young people feel that they are listened to and can influence the nature and development of activities as well as learning how to lead on them. Many young people state strongly that youth work activities provide them with a sense of purpose and help them avoid social isolation. They become active partners in organising and promoting events such as the Skatejams during the summer holidays.

Young people have opportunities to participate in the Duke of Edinburgh (DofE) awards through the close working relationship between the youth service and the local authority's DofE staff. More young people in Monmouthshire, as a percentage of the 14-24 population, participate in Duke of Edinburgh awards than in any other area in Wales. These young people gain confidence, learn the value of volunteering in society and attain useful qualifications.

## **Inclusive**

Young people who identify as LGBTQ+ become eloquent advocates for themselves and others who also identify as LGBTQ+.

Young people attending Equality Street provision were influential in organising the first Youth Pride event in Monmouthshire, attended by 750 people, which was recognised by

local and national awards. They showed ambition and vision by transforming this the following year into a two-day diversity festival, celebrating Pride, the Welsh language and people from different ethnic backgrounds and those with disabilities. The following year, young people led the creation of a diversity roadshow with workshops on gender, sexuality, LGBTQ+ history, disability, racism and the United Nations Convention on rights of a Child (UNCRC).

Young people from ethnic minority backgrounds have valuable access to provision, held in partnership with the Ethnic Youth Support Team (EYST), such as a drop-in session and a homework club that provides a safe space as well as support and advice for young people to explore their own identity and culture within a Welsh context. For example, young people engage well with a poetry competition held jointly by EYST and the Urdd.

Young people access mental health and well-being provision through the State of Mind programme, a peer support group. Through this they gain confidence, develop resilience and become integrated within society, such as through volunteering activities or employment. By engaging in wide-ranging activities many young people develop a clear understanding, as well as a sense of compassion and sensitivity towards the rights and feelings of their peers and others.

## **Empowering**

Young people play a central role in designing and planning youth work activities. In addition, large numbers of young people take an active and important role in exercising and championing their rights. For example, young people access opportunities to express their views through the youth council and influence local policy on bullying, as well as Welsh Government policy affecting young people through the national Children in Wales organisation.

## **What young people can expect from youth work provision**

Youth workers are well qualified and trained. They are passionate and enthusiastic about the work they do. Many of the workers and volunteers value the experiences and support they themselves received from youth work and want to give back to the service by working with young people. Several youth workers have become valued officers in different departments within the local authority.

Youth workers know the young people and their communities well. Young people feel comfortable in approaching them in the safe spaces they create to share personal problems and seek support and information. Youth workers are skilled at active listening and identify opportunities effectively to initiate meaningful discussions with young people on topics that are important to them. The youth workers are resilient and adaptable, and work flexibly across different geographical areas, projects, clubs and schools. They work



closely and effectively with partners and other youth work providers and proactively refer and signpost young people to specialist agencies for further support and guidance.

Within school-based work and through open access settings, youth workers consult with young people regularly about the activities they would like to do and plan the provision based on their feedback. The workers help young people develop their decision-making skills, grow their resilience and personal well-being and equip them to become active citizens of the wider community. One example is the Shift project, where youth workers support young people with their mental health and well-being, through which there are many examples of 'lives turned around' by youth work interventions.

### **Spotlight: The Shift Project**

The Shift Project, funded through the Youth Support Grant, provides young people with tailored mental health and emotional well-being support through one-to-one interventions. A multi-agency referral process enables the youth service to carefully review and allocate cases to the most appropriate provision. This collaborative approach also allows staff to bring ongoing cases back to the panel for further discussion or referral to a more suitable support service.

Youth workers benefit from specialist supervision and access to CAMHS support, helping them to manage the complex needs of young people effectively while maintaining their own well-being. They report feeling well supported by their line managers.

Staff designed and implemented a progress tool called the 'Big 12', to measure the impact of interventions, with young people actively involved in setting their own goals. Outcomes have included increased confidence, self-esteem and social skills. There have been examples of young people who have progressed into volunteering and paid employment within the youth service, after participating in the Shift project.

Youth workers are highly committed to providing support and form positive relationships with young people with ALN. Youth workers have a good knowledge of individuals', often complex needs, and effectively engage with very vulnerable young people. Youth workers have good working relationships with school staff and lunchtime provision is highly valued by schools.

Youth workers work in partnership with other services to find solutions to ensure that young people with complex needs have the required support to be able to attend youth provision. Several young people attending school-based targeted ALN provision, have gained in confidence through their relationship with their youth workers and now feel confident to attend community-based youth provision.

Youth workers provide LGBTQ+ lunchtime clubs supporting those who may be struggling in the school environment and providing a space where young people can feel safe and be themselves. Young people feel welcome at these sessions and can freely discuss the issues that affect them.

Youth workers ensure that young people gain the skills that they need for employment and to become responsible adults through working effectively with staff in more specialist employability and skills provision. Youth workers work well with local community police officers, who often drop into sessions and build positive relationships with the young people.

Ongoing case studies compiled by youth workers capture young people's achievements well, many of which demonstrate how youth work has had a positive impact on their lives. Youth workers are highly reflective about their own work and assess the success of their activities and interventions through detailed session records.

Youth workers are recognised as highly effective and skilful education practitioners by other council directorates and external agencies. This has resulted in requests for youth workers' expertise to work in community safety projects funded by the police and crime commissioner to address incidents of anti-social behaviour in specific areas of the county. In another example, the vulnerable person's lead in the local authority requested the help of youth workers to carry out work with young people in Year 6 who are displaying harmful sexual behaviour and are in danger of becoming involved in other harmful behaviours. The youth service also offers effective transition clubs for the Year 6 age group. A few youth workers who have play work qualifications are well placed to carry out this work.

Information on sexual health education and the C Card scheme, a free and confidential sexual health initiative, is available from trained youth workers in open-access provision. Youth workers, with input from young people, have written curriculum materials which they deliver in schools as part of the Relationships and Sexuality Education (RSE) programme and are used by other providers of youth work.

At the core work of the youth service provision are the high quality, well attended drop-in youth centres, youth clubs and school lunchtime clubs which deliver the fundamental essence of open access youth work to young people. Centres are open in three of the four main towns with other provision also available across the county. Relationships are voluntary, trusting and give young people spaces to relax in safety, and take part in activities that are fun, character building and educational. Youth workers provide impartial guidance and support on a variety of topics. Workers run youth clubs effectively and young people generally respect the facilities and behave well. However, there is no overall behaviour policy or procedures to cover the whole provision.

As well as the open access provision, the service provides a variety of other youth-led activities such as the LGBTQ+ development of Pride, and other events to celebrate diversity in Monmouthshire which included multicultural and Welsh language activities. Youth workers have developed a set of useful resources, which they deliver to schools as part of the diversity roadshow, to raise awareness and increase understanding and tolerance.

The youth service also provides a range of summer activities including trips where young people widen their horizons by visiting attractions across the UK and, most importantly, have fun. Staff work collaboratively with Duke of Edinburgh Award colleagues, who provide equipment for the annual youth service summer camp.

The youth service works well to promote and facilitate young people's use of the Welsh language. Welsh language provision is delivered by the Urdd, and the service remains closely involved, for example by providing Welsh language resources to enable Urdd youth workers to deliver activities in the authority's Welsh-medium primary schools. In addition, the service allocates youth workers who are learning Welsh to provide staff cover for the two Welsh-medium youth clubs if required. Young people benefit socially and linguistically from these opportunities and value them greatly. However, there are not enough opportunities for young people to lead and influence activities in the Welsh-medium youth club.

The youth service works collaboratively with partners to expand the reach of youth work to meet a wider curriculum offer and maximise the use of other sources of funding. Internally, the youth service works with partners such as the employment and skills team which addresses the youth employment and progression framework (YEPF) and Compass, a service that supports the prevention of youth homelessness. The youth service works with partners such as the Creative Futures project, which funds artistic projects that young people enjoy such as songwriting and DJ training, and with EYST, helping to promote community cohesion and understanding of the needs of a wide range of young people.

In response to the need to facilitate youth work in more areas of the county, the youth service has developed a toolkit to aid the set-up of community youth clubs. This offers a menu of possible actions for local groups and how the youth service might support them. This has resulted, for example, in the youth service providing a youth club in the community run Hub building in Magor.

The youth service uses the Make Your Mark survey, as a pivotal consultation tool for gaining the views of young people. The survey, customised to Monmouthshire, enables young people to have their say about key issues that affect their lives. There is a very high response rate to this survey which enables young people to have an input into developing local policy. The results are highly valued by other directorates in the local authority which

acts on issues where they can. The youth service manages this piece of work effectively and provides feedback to young people on what changes have occurred as a result of their input.

### **Spotlight: Monmouthshire's young people make their mark**

Monmouthshire's Make your Mark is an annual county-wide youth-led ballot used to increase the participation of young people in decision making. The Youth Service facilitates and co-ordinates the ballot, providing young people with a valuable opportunity to vote on the issues in order of importance to them. Nearly three-quarters (3,509) of 11 to 18-year-olds in education settings voted in the most recent ballot.

The most common issues were discussed at a youth conference held in County Hall with 45 young people attending to share their experiences and viewpoints and to create recommendations for schools, services and policy makers. Young people stated clearly that the top three priorities were the cost of living, mental health matters, and employment and skills. The youth service subsequently provides young people with progress reports on the actions taken on recommendations from the previous year.

Through taking part in the ballot and attending the conference many young people express their views clearly and democratically. Their voices make a tangible difference to policy. For example, progress on recommendations following the 2024 ballot include, strengthening student voice with an emphasis on co-production of inclusive well-being policies in schools; introducing a Passport to Leisure scheme to reduce the cost of leisure centre access; and expanding bus services in rural areas to align more closely with school schedules.

Youth work provision supports the wider work of the local authority well. Youth workers provide a vital and valuable service to young people in Monmouthshire supporting many to make positive lifestyle choices, to grow and thrive, and to get the best from education and training.

### **Leading and improving**

The youth service has a clear vision, which is passionately led by the youth service manager. This vision of empowering young people of Monmouthshire to thrive and shape futures, shines through in the quality of the youth work on offer.

The youth service is clearly valued and supported by senior officers. This is evident in the recent decision to move the youth service into the Children, Learning, Skills, and Economy directorate. Cabinet members are enthusiastic about working with the youth service and have engaged with youth workers and visited provision. However, the youth service has not been involved in formal scrutiny processes to date. This has been recognised and is

being addressed following the very recent move to the CLSE directorate. Therefore, support and challenge for the youth service at this level is developing. The youth service manager and his team effectively identify and build relationships with relevant officers within the council to build capacity.

Listening and considering the views of young people is central to the governance of the youth service. The team have a focus on providing meaningful participatory opportunities for young people that help to shape the service.

Partners are very positive about their engagement with the youth service. The youth service works well with both internal and external partners. Many partners referenced the youth conference following the Make Your Mark ballot as a particular example of an event they collaborated on. All partners involved highlighted how the youth service were central to the success of this event. The youth service is highly regarded by partner agencies and refer to the youth service as reliable and trustworthy. The youth service effectively shares information and provides support to partners when needed.

With its partners, the youth service offers strong inclusive provision for young people. This ensures that young people from a range of backgrounds can access youth work provision to overcome issues and barriers. This includes working with young people from ethnic minority backgrounds, young people with additional learning needs, and young people struggling with their mental health.

There are robust service level agreements (SLA) in place where the youth service have commissioned other agencies. These SLAs include strong safeguarding and reporting procedures to ensure that the work aligns with the high standards they set themselves. The SLAs clearly outline the expectation placed on partners to deliver and form the basis of quality assurance of this work. The youth service's work with commissioned partners is highly collaborative.

The youth service manager and staff play an important role in a range of multi-agency meetings across the authority. For example, they have a presence on the crime and anti-social behaviour, Single Point of Access for Children's Emotional (SPACE) well-being, and keeping in touch panels. The youth service manager links successfully with external training providers, playing a pivotal role in the development and delivery of youth work training that stretches far beyond Monmouthshire. The youth service manager is responsible for training youth work level 3 students across Wales through youth service's accredited training centre. This is having a significant impact on the workforce in increasing the number of qualified youth support workers across the sector.

The youth support grant (YSG) is used, in part, to fund work with the employment and skills team and the youth homelessness co-ordinator. Leaders ensure that the agreement

with YSG partners is strong and co-ordinated effectively. They meet regularly to discuss the strategic and operational delivery of their services. Leaders work effectively together to maximise opportunities for young people. For example, staff from the employment and skills team work with youth service colleagues in youth centres. This enables the youth service to offer extended provision for young people, including on Saturdays.

The youth service and YSG partners share information effectively, which feeds seamlessly into the youth service's reporting mechanisms. The group have identified further opportunities to develop their partnership, with an ambition to increase the shared training on offer for all staff.

The service has strong supervision procedures which are linked to the National Occupational Standards and are scheduled on a regular basis for staff. Managers encourage the development of leadership skills by providing staff with supervision training. These trained staff take on supervision responsibilities. This approach has given staff the opportunity to develop their leadership skills and contributes to the service succession plans.

The youth service manager has developed a comprehensive service delivery plan that includes both the operational delivery and strategic objectives. The plan links well to the wider aims of the council. Many staff contribute to the service delivery plan, giving them an understanding of the role they play. This helps to encourage system leadership and holds individuals to account.

The youth service's management information system, which includes registers and end of session records, feeds seamlessly into updating the service delivery plan. This provides leaders with first hand, live data of the service which they use to report to senior officers, and make timely decision on issues that arise, such as resource allocation. The amount of data collected about young people varies depending on the type of provision being attended. Youth workers clearly understand their reporting responsibilities and how data is used, from session records to the service delivery plan.

### **Spotlight: A living plan for lasting impact**

The youth service manager has created a dynamic and forward-thinking service delivery plan that drives improvement. This acts as a living framework, continually refreshed each quarter to reflect progress, learning, and changing priorities. The manager skilfully connects the service's strategic ambitions with day-to-day operations and wider corporate goals, ensuring that every action contributes to the bigger picture.

A robust management information system underpins this process, gathering real-time sessional data that flows directly into the service delivery plan. This enables leaders to make informed, timely decisions and to generate clear, evidence-based reports for senior officers and partners whenever needed. For example, providing time sensitive information to town councils on the work the service has been doing in their area.

Importantly, this is a shared endeavour. Many staff contribute to the plan, updating the sections linked to their own areas of responsibility. Their active involvement strengthens ownership and promotes a culture of collective leadership across the service. Each update includes reflective commentary, capturing honest evaluations, emerging challenges, and clear steps for improvement.

Over time, these updates form a narrative of progress, outlining the development and achievement that charts the service's ongoing journey. Embedded within each quarterly review are case studies and other evidence that bring the data to life, showcasing the tangible impact of youth work on young people's lives.

Leaders have a clear workforce development plan which is tailored to suit the type of role the youth workers are expected to carry out. This development plan is included as part of the staff handbook, with clear expectations on individuals at point of induction. Further training needs are identified by youth workers through team meetings, session records and supervision.

There is a strong culture of safeguarding practice which is embedded throughout the service. All staff understand the reporting and recording procedures for safeguarding young people. External partners also highlighted the care and attention that the youth service give to safeguarding young people. The youth service manager and the lead officer for safeguarding in education review the duty to report referrals made by staff. As part of this process, they provide feedback to staff and identify any safeguarding trends that are emerging with young people.

Leaders conscientiously look after staff well-being with a range of support on offer to individuals. Staff dealing with difficult safeguarding concerns for example, have access to timely counselling and well-being support. Staff comment that the well-being support they receive is seen as an important aspect that leaders prioritise.

## **Evidence base of the report**

Before the inspection, inspectors:

- analyse the outcomes from the young people questionnaires and consider the views of young people, staff, and partners where appropriate through their questionnaire responses

During the inspection, inspectors normally:

- meet the principal youth officer/chief executive, board of trustees, senior and middle managers, individual youth work staff, and volunteers to evaluate the impact of the provider's work
- meet young people to discuss their provision, to listen to them and to gain their views about various aspects of their provider
- visit a broad sample of youth work sessions, including youth clubs, street based detached work and school-based activities across the provision, where appropriate
- observe and speak to young people during provision sessions
- look closely at the provider's self-evaluation processes
- scrutinise a wide range of provider documents, including information on learner participation and outcomes, staff meeting records, information on learners' well-being, including the safeguarding of young people, and records of staff training and professional learning

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection



## Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most young people...*' or '*very few young people...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

## Copies of the report

Copies of this report are available from the provider and from the Estyn website (<http://www.estyn.gov.wales/>)

The report was produced in accordance with the Learning and Skills Act (2000).

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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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