

Catch 22 Newark

10 Victoria Street, Newark NG24 4UT

Inspection dates

13–15 December 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The proprietor and senior leaders have ensured that the school meets the requirements of the independent school standards.
- The headteacher, working closely with the company's area manager, has created an ambitious ethos. She communicates a strong belief that disadvantaged students can achieve more than the students thought possible.
- Senior leaders and staff work very effectively together to raise the aspirations of students who may not have had positive previous experiences of school.
- Students enjoy attending school. Their behaviour is positive, they respect the staff and they are proud of their achievements.
- Staff set challenging targets for students' achievement and provide them with good-quality teaching to achieve their targets. Students cooperate well with staff and with each other and learn effectively.
- Arrangements for the personal development, safety and well-being of students are good. Students develop self-esteem and the confidence to tackle ambitious personal and academic targets.
- The headteacher has a good understanding of the qualities of good teaching and learning. Under her effective leadership, staff are supported well to ensure that students achieve challenging targets.
- The majority of students are of post-16 (sixth form) age. The school provides suitable courses to enable them to gain qualifications and to move on successfully to further education, or employment.
- The school has made good progress since Catch-22 took it over in February 2016. The governors and senior leaders have evaluated the school's strengths accurately and implemented plans for improvement successfully.
- The curriculum is not sufficiently broad to cater for future full-time pupils at key stage 4.
- The school does not provide sufficient time, or consistent challenge, to ensure that the small numbers of most able students fulfil their potential to achieve level 2 qualifications.
- Sixth form provision is good.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Increase the proportion of post-16 students achieving level 2 qualifications by:
 - extending the curriculum to include GCSE English and mathematics courses
 - ensuring a consistent level of challenge to meet the needs of the most able students.
- Broaden the curriculum at key stage 4 by providing an externally accredited science course.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and senior leaders have ensured that the school meets all of the independent school standards. Senior leaders have a secure understanding of these standards and they implement school policies consistently to meet the policies' requirements.
- The headteacher works closely and effectively with the company's area manager. They share high aspirations for students to succeed and the staff reflect similar ambitions consistently in the implementation of their responsibilities.
- All staff who completed the inspection questionnaire stated that they are proud to be members of staff at the school and that the school is led and managed well.
- Senior leaders have created a culture of respect throughout the school. Students, who have not always had positive previous experiences of school, develop trust and respect for the staff. They appreciate the opportunity to express their views and to know that they are valued.
- The headteacher has a secure understanding of the quality of teaching and learning throughout the school. She monitors students' achievements and ensures that they are on track to achieve their individual targets.
- Teaching staff implement consistently the school's policy for marking and feedback to students. Staff prepare suitable written reports for parents. These provide a clear summary of work completed and an informative account of progress made towards external qualifications.
- Senior leaders have a good understanding of the needs of disadvantaged and potentially vulnerable students. Senior leaders, together with the staff, provide continuous encouragement and advice to these students to assist them to overcome barriers to successful learning.
- The school has a strong impact on students' spiritual, moral, social and cultural development. Students improve their attendance and engagement, compared with previous placements, and they develop the attitudes and skills required to move on successfully to employment, or further education.
- Students develop a good understanding of the challenges and opportunities of life in modern Britain. Staff demonstrate a strong commitment to equality of opportunity for all students. They assist students to address personal prejudices and to develop respect and tolerance for the diversity of cultures and lifestyles within and beyond the local community.
- All of the parents and placing agencies who expressed views about the school believe that the headteacher and teaching staff have a positive impact on young people's attitudes to school and desire to succeed. They commented, for example, on: how the school understands their children; the fact that students have a voice and value the advice that they receive; the responsiveness of the staff in resolving any concerns; improved motivation and engagement; positive feedback from young people, who respect the boundaries set for them and enjoy the courses that they study.
- The curriculum is constrained to some extent by the nature of the existing contracts that require only part-time attendance by students. The headteacher recognises the potential

to broaden opportunities for students, for example by providing science as an additional core subject, as required, if full-time places are to be provided for key stage 4 pupils in line with the school's aspirations.

- Occasionally, the most able students require greater challenge in tasks and activities if they are to achieve level 2 qualifications.
- The quality of provision and outcomes achieved since Catch-22 took on the management of the school indicates good capacity for improvement.

Governance

- Governors are very supportive of the headteacher and extremely well informed about the school's provision. They provide continuous support for senior leaders and have established effective procedures to evaluate students' outcomes and achievements.
- Governors oversee strong processes for self-evaluation. They have a shared understanding of the school's priorities for development and rigorous procedures to ensure that the school meets the requirements of contracts with placing agencies and schools.
- Governors hold the headteacher to account through regular appraisal of her work. Governors also respect her for the quality of her work in managing the performance of staff.
- Governors ensure that the headteacher implements the statutory training requirements for staff, together with good opportunities for staff to develop their individual qualifications and expertise.

Safeguarding

- The arrangements for safeguarding are effective. Senior leaders have created a safe environment in which previously reluctant learners feel secure and able to focus on learning.
- The school has effective arrangements to safeguard students and to enable them to take increasing responsibility for their own safety and well-being. The school's safeguarding policy takes into account current government guidance and is available to parents on request, while the company revises the school's website.
- Senior leaders implement rigorous procedures for the safe recruitment of staff, continuous oversight of all aspects of health and safety, including fire safety, and consistent assessment and mitigation of risk.

Quality of teaching, learning and assessment

Good

- Teachers plan well for effective learning because they have a good understanding of individual students' starting points and achievement targets.
- Teaching staff communicate clear expectations for students' involvement in class activities, commitment to focus on learning, and behaviour. Staff encourage positive attitudes through regular praise; this motivates students to apply themselves to learning.
- Students appreciate the clarity of expectations. They respond positively and take their work seriously. The majority are post-16 students who have self-referred to the school. They state that they have made the right decision and are keen to achieve the available qualifications.

- Teachers teach in ways that enable the students to sustain their concentration and to achieve the objectives set. Post-16 students, for example in a level 1 functional skills lesson, demonstrated the ability to present data in a variety of ways and to identify the correlation between two sets of data.
- The small numbers of key stage 4 pupils have joined the school very recently. They integrate well into teaching groups with older students and take an active part in learning activities. They are supported well by teaching assistants who oversee their work, clarify any misconceptions and talk through their activities and answers with them. They have all made an appropriate start on their work towards external examinations.
- Teachers and teaching assistants monitor students' work appropriately. They are skilled in making timely interventions to accelerate learning, or to enable students to extend their learning. Staff in a level 2 functional skills lesson, for example, challenged students to calculate the areas and perimeters of increasingly complex shapes, using a combination of functional skills and GCSE questions.
- Teachers provide a range of tasks and activities that require sustained concentration and the ability to work cooperatively in groups. For example, the most able students in a level 2 English lesson worked well together. They successfully identified the main features and impact of a magazine article by exploring the language and expression used by the author. They maintained a clear focus on the objectives of the activity and were rightly pleased with their achievements.
- Teachers are skilled in asking suitable questions that extend students' understanding by making them think for themselves. This results in some profitable discussions, when students exchange ideas and build on the contributions of others.
- The teaching staff identify areas for further improvement in the students' work through both written comments and verbal responses. Students appreciate information that enables them to make good progress and to improve their work.
- Throughout the curriculum, staff place an appropriate emphasis on developing literacy and numeracy skills. Students value the opportunity to study for external examinations in English and mathematics and are keen to reach their targets in these subjects. Students' work in their vocational courses also demonstrates good development of literacy and numeracy skills applied appropriately through practical activities.
- Students' coursework in health and social care provides evidence of good research and written expression while researching health and safety at work. Similarly, students demonstrate the ability to present persuasive arguments and to evaluate alternatives in their work-skills portfolios.
- Occasionally, the level of challenge in the work is not sufficient to ensure that the most able students fully achieve the standards of which they are capable. These students take their work seriously and complete tasks to a high standard; however, the objectives identified for a lesson do not always require them to demonstrate higher-level skills and understanding. Occasional use of GCSE-style questions adds to this additional challenge; however, full GCSE courses are not yet established within the curriculum.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote students' personal development and welfare is good.
- Students start from mostly low levels of previous commitment; on entry, many are disillusioned with school. The school engages them well in education and they are proud of their achievements, particularly their successes in external examinations.
- Students develop strong, respectful relationships with staff and with each other. The great majority grow in self-confidence and self-esteem. They appreciate the fact that they and their aspirations are valued.
- Occasionally, students are distracted by too wide a range of tasks and resources, which stops them from pressing on with achieving the objectives set for the lesson; however, students do ask appropriate questions and clarify the priorities set for them.
- Students respond positively to opportunities to develop their skills for working life. They take advantage of good careers guidance, including opportunities to take part in work experience alongside their part-time studies.
- Students develop increased independence and take responsibility for their own safety and well-being, including safe use of the internet. They understand the features of the diverse society in which they live and most develop mature attitudes towards others with different beliefs and lifestyles.
- The school provides good opportunities for students to develop healthy lifestyles, for example through the recently arranged 'Active for Life' programme. Students appreciate these opportunities and contribute well to the activities. A number of students achieve credible community service awards, including a residential component.

Behaviour

- The behaviour of students is good. In lessons, they are cooperative and focused on their learning. It is evident that students value the contributions of others and, in many cases, they demonstrate strong teamwork.
- Behaviour around the school is orderly and calm.
- There is no evidence of disruption to learning and little distracting behaviour. Students learn how to manage their emotional reactions in a manner which observes the school's high expectations.
- The school's records indicate that students do not experience bullying within the school and there are almost no instances of serious misbehaviour.
- Attendance is close to the national average and there are no persistent absentees. For many students, this represents strong improvement in their attitude towards education.

Outcomes for pupils

Good

- Students make good progress from starting points that are mostly below or well below average for their age on entry to the school.
- Students respond positively to good opportunities to work towards realistic, but challenging, external examinations. All students have targets to increase their achievement by a suitable amount, usually in one year.

- Post-16 students mostly work successfully towards level 1, or occasionally level 2 functional skills qualifications in English and mathematics, together with a BTEC qualification in a vocational area of study.
- Almost all students who left the school in the summer 2016 achieved a level 1 certificate, or award in their chosen vocational area, including: business administration; health and social care; motor vehicle studies; painting and decorating, and work skills.
- The great majority achieved their targets in either English or mathematics functional skills, mostly at level 1. As a minimum, all achieved at least level 1 in speaking and listening. The majority left school with level 1 achievement in both English and mathematics.
- Disadvantaged students and those who have special educational needs and/or disabilities make good progress from their starting points in English and mathematics and begin to close the gaps in their knowledge, understanding and skills.
- Retention rates on courses are high; a small number of students left last year to enter employment, or as the result of complex emotional or social factors.
- These outcomes for post-16 students represent good progress from low starting points, particularly as students mostly achieve these qualifications in one year of part-time education.
- The small numbers of key stage 4 pupils that completed Year 11 studies at the school in 2016 made particularly good progress in vocational subjects. All achieved a level 1 qualification in motor vehicle studies, or in painting and decorating. A small number achieved a level 1 qualification in English and mathematics. One student returned to the school's post-16 provision and has since achieved a level 2 award in English.
- The key stage 4 students achieved improved levels of attendance and motivation. They all made good progress to achieve level 1 qualifications in a relatively small number of months.
- Students across the age range achieve qualifications in a relatively narrow range of subjects. This is due to the part-time nature and key objectives of the contracts agreed with placing authorities and agencies.
- The school prepares students well for the next stage in their education or training. The great majority of leavers in 2016 continued into further education, employment or training.
- No students enter the school with starting points above the national average for their age; however, a small number of the most able students in this school achieve level 2 qualifications that represent outstanding progress from their starting points in the time available. Increased time allocations, together with a greater focus on higher-level skills, are required to significantly improve level 2 outcomes.

Sixth form provision

Good

- The great majority of students attending the school are in the post-16 age group. As a result, the above text in the main body of the report focuses primarily on their achievements and outcomes.
- The school provides good opportunities for students who have not achieved level 1 or 2 qualifications in their previous schooling to focus on the achievement of these levels in core subjects.

- A small number of students entering the post-16 provision, although they achieve their targets, have the potential to achieve level 2 qualifications. The nature of their enrolment on part-time study programmes restricts the extent of their progress.
- Overall, post-16 students make good progress during their time at the school.

School details

Unique reference number	139135
DfE registration number	891/6020
Inspection number	10020946

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	14 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	32
Of which, number on roll in sixth form	29
Number of part-time pupils	32
Proprietor	Catch-22
Chair	Bruce Noble
Headteacher	Satjinder Heer
Annual fees (day pupils)	Post-16: £4,644 (18 hours a week) Key stage 4: £96 per day
Telephone number	01636 613 562
Website	Not applicable
Email address	sat.heer@catch-22.org.uk
Date of previous inspection	Not previously inspected as Catch-22

Information about this school

- Catch-22 Newark is an independent school registered to admit up to 130 students in the age range 14 to 18 years.
- There are currently 29 post-16 students in attendance, all of whom are enrolled on a part-time study programme for three days a week. The majority started their courses in

September 2016; a small number continued with courses that commenced during the previous academic year. The majority of post-16 students are self-referred to the school. Others are placed by a variety of local agencies that contribute to the well-being and personal development of young people.

- Three key stage 4 pupils attend part-time courses for up to four days a week. These pupils are placed with Catch-22 by local secondary schools. They commenced their courses in November 2016 and are dual registered with their placing school. Students are taught together in classes that take account of their individual starting points; all have access to externally accredited courses.
- Catch-22 took over the registration of the school from a previous provider in February 2016. At that time, they initially contracted to ensure that existing post-16 students completed their courses by the end of the summer term 2016. This is the first inspection of the school since Catch-22 took over the registration.
- The school's website is not currently accessible as it is being revised. The school meets requirements on the provision and availability of information to parents and others.
- The school does not use the services of any external providers.

Information about this inspection

- The inspector observed teaching and learning across the full age range of the school. He met with students informally, and scrutinised samples of their work, including that within vocational courses, which were not being taught on the days of the inspection.
- The inspector held meetings with the proprietor's area manager, the headteacher and members of the teaching staff. In addition, he considered responses to inspection questionnaires submitted by seven members of staff.
- The inspector held telephone conversations with a sample of parents and carers, and with a representative of one local placing organisation. There were insufficient responses to Ofsted's online questionnaire, Parent View, for these to be taken into consideration.
- The inspector scrutinised a number of school policies, procedures and records in order to check the school's compliance with the independent school standards.

Inspection team

David Young, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2017