

Catch22 Include Bristol

6–7 Dean Street, St Pauls, Bristol BS2 8SF

Inspection dates

22–24 January 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that the independent school standards are met.
- Safeguarding is not effective. Staff do not consistently record concerns they have about pupils' welfare. Record-keeping is disorganised.
- Safeguarding procedures are weak and applied inconsistently. This includes the school's use of risk assessments for vulnerable pupils.
- The quality of teaching, learning and assessment is poor. Staff do not consider what pupils already know and expectations are low.
- Staff do not consistently manage pupils' behaviour. Some staff accept disruption in lessons, which has a negative impact on pupils' engagement.
- There are large inconsistencies in the quality of education across the school's seven sites. Leaders have not fully implemented their plans to secure improvements.
- Pupils' progress and attainment by the end of key stage 4 are poor. Too few pupils attain strong passes in GCSE.
- Pupils frequently miss school. Exclusions are high, leaders overuse part-time timetables and attendance is low.
- Pupils with special educational needs and/or disabilities (SEND) make poor progress. Targets remain unachieved for too long.
- The new headteacher and his deputies have not had enough time to improve the school's performance. Every aspect of the school's performance requires urgent review.

The school has the following strengths

- The new headteacher has put in place structures and plans to address the school's weaknesses. He has galvanised the staff as he begins to implement his vision.
- Pupils receive high-quality careers advice. They have opportunities to begin their preparations for future employment through practical and meaningful activities, including work experience.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements.

Full report

What does the school need to do to improve further?

- Rapidly improve the school's procedures to keep pupils safe and to monitor their welfare by ensuring that:
 - safeguarding records are organised, accurate and comprehensive
 - leaders train staff so they recognise concerns about pupils' welfare, record these concerns effectively and share information with designated safeguarding leaders in a timely manner
 - risk assessments to prevent pupils' exposure to harm are specific to activities and the pupils involved, particularly for off-site visits
 - staff make routine checks on pupils who do not attend full-time
 - leaders' processes for recording exclusions are robust and in line with statutory requirements.
- Improve the effectiveness of leadership and management by ensuring that:
 - the independent school standards are met in full
 - leaders undertake an urgent and robust review of each area of the school's functions and bring about rapid and sustained improvements
 - leaders' vision for improvement is effectively shared across all sites, so there is less variability in the school's performance
 - the role of lead practitioners is fully embedded, so teaching, learning and assessment across each site are strong
 - staff consistently manage behaviour across the whole school
 - the procedures in place to reduce pupils' absence are fully embedded so pupils attend more regularly
 - the leadership of pupils with SEND is improved, ensuring that they have high-quality provision, make strong progress and attend well
 - the use of part-time timetables is significantly reduced.
- Improve the quality of teaching, learning and assessment so that:
 - staff provide activities that build on pupils' prior knowledge
 - staff significantly raise their expectations of pupils, resulting in strong progress
 - the school's curriculum is implemented effectively, and sufficiently builds pupils' knowledge, skills and understanding over time
 - staff consider closely the needs of pupils with SEND, setting and reviewing targets that promote progress
 - staff consistently tackle pupils' poor behaviour, particularly when pupils disrupt learning and use inappropriate language
 - staff provide activities that suitably challenge pupils, so attainment improves, particularly by the end of key stage 4.

- Improve the personal development, behaviour and welfare of pupils by ensuring that:
 - pupils attend well and fewer are persistently absent, particularly pupils with SEND and the most vulnerable
 - pupils' behaviour across the school improves so that low-level disruption reduces, particularly during lessons and at break and lunchtimes
 - rates of exclusion fall over time
 - safeguarding is effective across the school.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders have not ensured that the independent school standards are met. Weaknesses in the curriculum, pupils' behaviour and the health, safety and welfare of pupils have resulted in the school's failure to meet the required expectations.
- Over time, the school's performance has declined. Since the previous inspection in 2016, two additional inspections have highlighted concerns about unmet independent school standards. Leaders' recent actions have not been sufficient to remedy the entrenched shortcomings. Every aspect of the school's performance requires urgent review.
- The recently appointed headteacher, and his newly formed leadership team, have not had sufficient time to bring about the improvements needed. They have introduced plans to bring about much-needed change, including placing a heightened emphasis on ensuring that pupils have high-quality opportunities to learn. However, they have not put these strategies fully into place, so they are only having limited impact.
- The leadership team is newly formed, and many leaders are new to their roles. They have plans in place to make improvements in their areas of responsibility, but these are not yet having the desired impact. Staffing instability has resulted in leaders needing to react to situations beyond their control. This has stalled progress. Leaders have not had sufficient time to put their mark on the school and improve pupils' outcomes.
- Leaders have not been able to ensure that the quality of teaching, learning and assessment is consistently strong across the school. Staff have low expectations about what pupils can achieve and there is variability in how staff manage behaviour.
- Lead practitioners are not securing the necessary improvements. Until recently, leaders' focus was on pupils' pastoral needs. However, the headteacher has now prioritised the need to raise the profile of pupils' academic performance. This is having limited impact on improving pupils' progress because the quality of teaching, learning and assessment is still too variable.
- Leaders have not ensured that staff are suitably trained to fulfil their roles. Although staff have good intentions, they are not clear about how to do what is asked of them. Over time, they have not had the required training to help them carry out their responsibilities to an effective standard.
- The provision for pupils with SEND is weak and far too variable across the school. In addition, leaders do not have a clear overview of the progress these pupils make. While there are some individual success stories, leaders have not ensured adequate progress for all pupils.
- The monitoring of the school's performance lacks precision. Leaders have an inaccurate view of how well the school is performing.
- Pupils' absence is too high. Leaders have put plans in place to address the school's low attendance and have introduced systems that make clear the school's expectations. However, it is too soon to see the impact of this work.
- The use of part-time timetables is not well managed. The headteacher has inherited a school where part-time timetables are overused. He has made clear his intention that

pupils should be attending school more regularly, with pupils progressing toward a full-time timetable. However, this change of approach is yet to have any significant impact.

- Staff are keen and enthusiastic. They acknowledge the improvements required and relish the task at hand. There is unity behind leaders' visions for the future.
- Leaders acted swiftly to address the shortcomings raised in the additional inspection in 2018 at the Midsomer Norton site. This has helped to reduce dangerous behaviour and risks to pupils' safety.

Governance

- Proprietors have not taken effective action to halt the school's decline. While the recent appointment of a headteacher has been positive, it is too soon to see the full impact of this in securing the necessary improvements. The decline in the school's performance has been significant. While it is positive that governors are committed to the headteacher's vision, they have not fully recognised the wholesale changes needed to improve the school's performance.
- Proprietors' checks on school's performance are ineffective. The information that proprietors ask for is vague and lacks precision. At times, it is not clear how this information informs decision-making about securing future improvements. This limits the effectiveness of monitoring.
- Proprietors' support and checks on the school's safeguarding effectiveness have lacked rigour. These checks have not recognised that the school is failing to keep pupils safe.
- Proprietors have not ensured that the independent school standards are met.

Safeguarding

- The school's arrangements for safeguarding are not effective.
- The quality of risk assessments is weak. Pupils undertake a range of activities such as off-site visits that require appropriate risk assessments. However, risk assessments do not consider sufficiently the unique activity taking place or the pupils involved. For some activities, risk assessments are not in place at all. This limits the effectiveness of measures that staff adopt to maintain pupils' safety.
- Over time, exclusions have been unlawful because staff have excluded pupils without following the correct procedures. In some cases, leaders were unaware that these exclusions had taken place. This has placed pupils at risk, particularly when staff incorrectly register pupils as being present in school.
- The school's systems for recording and passing on concerns about pupils' welfare are ineffective. It is not clear what actions leaders have taken when concerns arise, nor how these concerns sit within a longer chronology of events. This seriously impedes leaders' decision-making when deciding on whether external agencies need to be involved.
- Staff are not routinely recording concerns they have about pupils' welfare. While staff record major incidents when they occur, they do not consistently record other concerns, such as lack of attendance, punctuality or lapses in behaviour. Staff are not secure about what information needs to be recorded and passed onto designated safeguarding leaders. As a result, it is not clear whether referrals to external agencies have considered all

concerns, thus putting pupils at risk.

- There are insufficient checks to identify risks for the most vulnerable pupils, such as those who could be missing from education. Plans to support these pupils have not been effectively implemented.

Quality of teaching, learning and assessment

Inadequate

- Teaching does not consistently engage pupils in their studies. Teachers do not have high-enough expectations on how pupils behave in lessons, and at times poor behaviour remains unchallenged. Pupils can opt in and out of learning, while others use inappropriate language in lessons.
- Teachers' planning of learning is poor. Across subjects, staff plan activities that jump around different areas of the curriculum. Series of lessons do not promote opportunities for pupils to learn fully about a topic before moving on. As a result, pupils have little chance to go back and try again if they find a concept particularly challenging.
- Staff are not consistently meeting the emerging needs of pupils. Staff do not plan activities which build effectively on pupils' prior knowledge or secure good progress. As a result, pupils' progress is weak.
- The teaching of mathematics is poor. Staff rely on resources that are not specific to pupils' emerging needs. Often, these resources are of poor quality and activities are ill-matched to pupils' capabilities.
- The teaching of English varies in quality. On occasions, staff question pupils well to probe their understanding and set further challenge. However, elsewhere, staff provide too much support, which results in a lack of challenge for pupils.
- The quality of teaching is too variable across the school. While it is more established on some sites, at others learning opportunities are poor. This is because each site has different expectations of its pupils.
- Staff are not consistently knowledgeable about how to provide a curriculum that develops pupils' skills, knowledge and understanding. Leaders' recent focus on improving academic rigour across the school is not having an impact. Staff are not well equipped to implement leaders' vision of raising academic rigour across the school.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Safeguarding is not effective; therefore, leaders cannot guarantee that pupils' welfare is maintained and developed while they are at school.
- Pupils experience effective personal, social and health education. Pupils receive meaningful and relevant support that helps them in their own lives. For example, pupils learn about the dangers of smoking, drugs and alcohol, while also learning about sexual health and relationships.
- Pupils have a range of opportunities that promote their spiritual, moral, social and cultural

development. For example, they learn about different faiths and cultures. Leaders have also utilised local links, such as working with the police to fully understand their roles in protecting the community. Across all sites, British values are a strong feature of the school's curriculum.

- Leaders provide pupils with good-quality careers advice. Pupils have regular opportunities to consider how best to plan for their futures. They share their goals with a skilled adviser who then facilitates opportunities for pupils to practise writing a curriculum vitae, prepare for an interview and take part in work experience. Leaders ensure that the advice pupils receive is impartial and closely considers pupils' interests and skills. However, pupils' career opportunities are limited because of their poor outcomes.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance is too low. Over time, pupils have missed too much school. This limits the progress they make, while also putting them at risk. In addition, a significant proportion of pupils are on part-time timetables. This is not acceptable; pupils are not receiving the full education to which they are entitled. Persistent absence across the school is too high, with most pupils regularly missing school.
- The number of recorded behavioural incidents is high. Leaders have correctly introduced a new, firmer stance on behaviour. For example, pupils are no longer allowed to smoke on site. Because of leaders' new approach, the number of recorded incidents has risen as pupils take time to adjust to the higher expectations about conduct.
- Exclusion rates are high. While the headteacher's actions to clamp down on pupils' smoking is a contributing factor, there are still too many occasions where leaders exclude pupils. As a result, pupils miss more school and have limited access to learning opportunities.

Outcomes for pupils

Inadequate

- Pupils make poor progress from their starting points. Staff do not routinely consider what pupils already know, understand and can do to ensure that activities are suitably challenging.
- Pupils' progress is hindered significantly by low attendance. High exclusion rates also limit their access to education.
- Too few pupils attain well. In 2018, the proportion of pupils attaining strong GCSE passes was low.
- Despite good-quality careers guidance, pupils' poor attainment means they have a limited range of career prospects available to them.
- Pupils with SEND make poor progress. While they have support plans in place to promote academic progress, these contain targets which repeat over long periods of time. This is indicative of the poor progress these pupils make.
- Some pupils make strong progress in their behaviour and social and emotional development. This supports these pupils in successfully making the transition back to

mainstream education.

School details

Unique reference number	134441
DfE registration number	801/6023
Inspection number	10056307

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 school
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	136
Number of part-time pupils	47
Proprietor	Catch22
Executive Headteacher	Jane Reed
Headteacher	Mark Kennedy
Annual fees (day pupils)	From £18,300
Telephone number	01179 422221
Website	www.includebristol.org.uk
Email address	mark.kennedy@catch-22.org.uk
Date of previous inspection	26–28 April 2016

Information about this school

- The school is part of the Catch22 group. The school uses seven sites. Four of these sites are in Bristol: Kingswood, Dean Street, Silver Thorne and Bedminster. The other sites are in Trowbridge, Chippenham and Midsomer Norton.
- There is a proprietor and a board of trustees who oversee the work of Catch22 Include Bristol.
- The school has designated leaders for each of the seven sites. These are known as curriculum learning leaders.
- Most pupils have been withdrawn or excluded from their previous school or education

provider.

- Several local authorities place pupils with Catch22 Include Bristol. As a result, pupils' places at the school are funded by the relevant placing authority.

Information about this inspection

- During this inspection, the Department for Education asked inspectors to consider a material change to widen the age range of pupils from 14 to 19 to 11 to 19. Inspectors recommended to the Department for Education that the proposed changes should be not be accepted, given the inspection findings.
- The Department for Education also asked inspectors to consider the findings of the additional inspection in June 2018, particularly the unmet independent school standards.
- Inspectors took account of the views of seven parents who responded to Ofsted's online survey, Parent View. Inspectors also met with parents to gather their views.
- Inspectors considered 13 questionnaires completed by members of staff.
- Inspectors met with the headteacher, the deputy headteachers, the curriculum learning leaders, the attendance leader and the special educational needs coordinator. The lead inspector also spoke with the executive headteacher and the executive vice-headteacher.
- The lead inspector had telephone conversations with representatives of local authorities who place pupils at Catch22 Include Bristol.
- Inspectors considered the school's self-evaluation, current school improvement priorities, minutes from governing body meetings and information about pupils' progress.
- Inspectors observed teaching and learning. On some occasions, school leaders joined inspectors. Inspectors scrutinised a range of pupils' workbooks from across the school.

Inspection team

Nathan Kemp, lead inspector	Her Majesty's Inspector
Paul Winterton	Ofsted Inspector
Martin Bragg	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in subparagraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught

- 3(f) utilises effectively classroom resources of a good quality, quantity and range
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards

are met consistently; and

- 34(1)(c) actively promote the well-being of pupils.

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