

# Catch22 Include Bristol

6–7 Dean Street, St Paul's, Bristol, Avon BS2 8SF

**Inspection dates**

20 June 2019

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1)(a), 2(1)(b)(i), 2(2)(a), 2(2)(b), 2(2)(g)–(i)*

- At the full standard inspection in January 2019, it was found that the school's curriculum did not enable pupils to acquire knowledge across subjects. In addition, the curriculum did not consider the ages, aptitudes and needs of pupils, including pupils with special educational needs and/or disabilities (SEND).
- The inspection also found that staff were not knowledgeable about how to provide an appropriate curriculum to develop pupils' skills, knowledge and understanding. In addition, too many pupils were found to be on part-time timetables and not accessing school for their full entitlement.
- Leaders have worked with urgency to extend pupils' attendance. As a result, fewer pupils are now on reduced timetables. For those who remain on part-time timetables, appropriate plans are in place and more are moving towards a full timetable.
- Leaders have worked to review curriculum plans and to develop alternative pathways to more closely match pupils' interests and needs. However, these are yet to be fully introduced across all the school's sites.
- Since the standard inspection, staff have not had additional professional development to support their knowledge of how to develop pupils' skills, knowledge and understanding. In part, this is because professional development has been more focused on ensuring that staff have good knowledge of safeguarding. Where improvements to teaching and learning have been instigated by subject leaders, leaders cannot show that these changes are being applied effectively across all sites.
- Individual plans for pupils with SEND are now reviewed more often to ensure that they are more relevant to pupils' needs. However, the targets set are broad and difficult to measure. Therefore, pupils' plans are not effective in ensuring that pupils acquire speaking, listening, literacy and numeracy skills.
- Although some improvements have been made to reduce the number of pupils on part-time timetables, other aspects of improving the curriculum to meet pupils' needs are not secure. Therefore, leaders have not ensured that these standards are met.

*Paragraphs 3, 3(a)–3(h)*

- This standard was found to be not met at the standard inspection because pupils were making poor progress. Staff did not ensure that teaching was suitably challenging by considering what pupils already know, understand and can do. Planning was found to be weak as lessons over time did not secure strong understanding.
- The teaching of core subjects such as mathematics was found to be poor. English teaching varied in quality. Some staff use questioning effectively to help move pupils' understanding forwards. At other times, staff were providing too much support, resulting in a lack of challenge and low expectations.
- With support from the trust, leaders have established new structures and systems to improve the quality of teaching, learning and assessment. Lead practitioners support English, mathematics, science, personal development and behaviour. A new cycle of monitoring has begun across the school sites. This involves visits to see learning, looking in books and having discussions with staff. Leaders have not yet been able to show evidence of the impact these systems on improving the quality of teaching, learning and assessment across the different school sites.
- Where lead practitioners have introduced clear strategies and higher expectations, leaders are not able to show how this has been consistently applied across all sites. For example, the teaching of English remains variable across the sites. Furthermore, pupils' workbooks show that the feedback provided to pupils does not help them well enough to move forward with their learning.
- Teaching assistants provide extra pastoral support for pupils; however, in lessons their role is not clearly defined. Too often, as found at the previous inspection, pupils' ability to build resilience and independence is weakened by too much support from adults.
- Leaders have introduced sharper, better-organised assessments that take place when a pupil arrives at the school. However, it is too soon to see the impact of this and other newly introduced assessment procedures.
- Although new systems to monitor the quality of teaching, learning and assessment have been introduced, they have not been in place long enough to promote high expectations across all sites. The quality of teaching and learning remains too variable. Therefore, leaders have not ensured that these standards are met.

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

*Paragraph 5, 5(b)(iii)*

- The standard inspection also found that the principles of spiritual, moral social and cultural development did not support pupils to contribute positively to the lives of those living and working in the locality of the school and society more widely.
- Although the curriculum is developing, leaders have not yet established how pupils will make contributions to their locality and to society as a whole.
- Leaders have not ensured that this standard is met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7, 7(a), 7(b), 16(b)*

- These standards were not met at the standard inspection because staff were found to be not routinely recording concerns about pupils' welfare. This included pupils with poor attendance and those who could be missing from education. In addition, there were examples of unlawful exclusions and incorrect procedures in place to check pupils' attendance.
- Leaders have conducted a 'root and branch' review of all procedures and processes related to safeguarding. The trust has ensured that this has taken place and have reviewed progress carefully. A new, robust system to record concerns made by staff is now in place across all sites. Training for staff has ensured that they are now clear about their responsibilities and know the processes involved in reporting concerns. Chronologies are in place to ensure that leaders are able to make good decisions about concerns raised.
- Leaders have ensured that safeguarding training for staff has been the top priority. The leaders for safeguarding for each site have had considerable additional training to equip them well for their roles.
- Staff have received training on safeguarding, covering issues such as preventing radicalisation, child sexual exploitation and sexual violence. Daily briefings for all staff ensure that they have regular reminders about key safeguarding messages.
- Recruitment procedures meet requirements and safeguarding checks are recorded appropriately on the school's single central record.
- Leaders have ensured that registers accurately record pupils' absence. Checks are made and rigorously followed up when pupils do not attend school. Risk assessments for pupils, including for those not attending school, have been reviewed and improved.
- As a result of the focus on improving safeguarding following the previous inspection, leaders have ensured that these standards are now met.

#### *Paragraph 9, 9(b)*

- This standard was not met at the standard inspection because the number of behavioural incidents and exclusions were high and too few pupils attended school regularly.
- Leaders are doing the right things to build strong foundations to support good behaviour and raise expectations for how pupils conduct themselves. Clearer systems to reward behaviour are in place. Behaviour contracts have been discussed and agreed with pupils and their parents. As a result, exclusions have reduced.
- However, leaders are at the early stages of analysing behaviour across the different sites. They do not ensure that they are able to identify successes and weaknesses in how staff are implementing the behaviour policy and managing pupils' behaviour.
- Pupils' attendance remains very low. Leaders are not able to demonstrate how their actions are improving attendance for pupils consistently across all sites. Too few pupils accept responsibility for their behaviour, through their lack of attendance at school.
- Leaders have not ensured that this standard is met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a)–(c)*

- This standard was not met at the standard inspection because the proprietor and leaders had not ensured that the independent school standards were met. It was found that the proprietor had not taken effective action to halt the school's decline and that checks made on school performance were not effective. The checks on safeguarding lacked rigour.
- Since the inspection, the proprietor has ensured that the actions taken have secured the required improvements to safeguarding and this standard is now met. However, there remain unmet standards, particularly related to the quality of teaching, learning and assessment.
- Systems to make improvements are at an early stage and have not secured a good quality of education for pupils across each of the school's many sites.
- In addition, pupils' attendance remains very low, with far too many pupils not attending school regularly.
- Leaders have not ensured that the standards in this paragraph is met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets the following independent school standards**

#### **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.
- 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.

## School details

Unique reference number	134441
DfE registration number	801/6023
Inspection number	10105068

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 status	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	140
Number of part-time pupils	22
Proprietor	Catch22
Executive headteacher	Jane Reed
Headteacher	Mark Kennedy
Annual fees (day pupils)	From £18,000
Telephone number	01179 422221
Website	<a href="http://www.includebristol.org.uk">www.includebristol.org.uk</a>
Email address	<a href="mailto:Mark.kennedy@catch-22.org.uk">Mark.kennedy@catch-22.org.uk</a>
Date of previous standard inspection	22–24 January 2019

### 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. Many pupils have education, health and care plans, usually relating to their social, emotional and mental health needs.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was the first progress monitoring inspection to take place following the full standard inspection in January 2019. This inspection found the school to be inadequate, with several of the independent school standards not met.
- The Department for Education served a statutory notice to the school, requiring the school to prepare an action plan.
- Ofsted evaluated the school's plan on 18 April 2019 and found it to be acceptable with modifications.
- This inspection was carried out with no notice provided to the school.
- Inspectors met with the headteacher, the deputy headteachers, two leaders for special educational needs and some of the curriculum learning leaders. A meeting also took place with the lead practitioner for English. An inspector spoke on the telephone to the executive headteacher and to the chief executive officer of Catch22.
- Inspectors considered the school's self-evaluation, the school development plan, records of leaders' monitoring, safeguarding audits and records of staff training. In addition, documents related to safeguarding, attendance and behaviour, and information about the curriculum and pupils' progress were scrutinised. Recruitment procedures, including the school's single central record, were checked.
- Inspectors observed teaching and learning alongside leaders in a sample of sites. Inspectors scrutinised a range of pupils' workbooks as they observed learning.

## Inspection team

Tonwen Empson, lead inspector

Her Majesty's Inspector

Martin Bragg

Ofsted Inspector



## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 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 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 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 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**

- 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.

## **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.

## **The school now meets the following requirements of the independent school**

## **standards**

### **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.
  
- 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.

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