

Catch22 Charity Limited

Report following a monitoring visit to a 'requires improvement' provider

Unique reference number: 54215

Name of lead inspector: Lynda Brown HMI

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Type of provider: Independent learning provider

Address: 27 Pear Tree Street
London
EC1V 3AG

Monitoring visit: main findings

Context and focus of visit

Catch22 Charity Limited was inspected in February 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Catch22 Charity Limited (Catch22) is a registered charity located in Islington, London. They offer apprenticeships and education programmes for young people at locations across the country. At the time of the monitoring visit, there were 221 learners on education programmes for young people and 126 apprentices. Catch22 offers vocational programmes in construction, land-based studies, health and social care and childcare. They offer apprenticeships in customer service, management, business administration, housing and property management, and recruitment.

Theme

How effective have leaders and managers been in improving the quality of teaching and assessment so that learners on education programmes for young people develop their skills and knowledge, make good progress and achieve their qualifications?

Reasonable progress

Since the previous inspection, leaders and managers have taken decisive action to improve the quality of provision. They have established a rigorous approach to monitoring and improving quality. As a result, managers have a good understanding of the strengths and weaknesses of the provision.

Leaders have recently recruited new staff to make improvements, including a new quality manager to monitor and improve teaching across all education programmes. Managers have established effective procedures for checking the quality of teaching and assessment. They provide helpful feedback and support to tutors on how to improve their practice in the classroom. Tutors use this feedback well and share good practice to improve their performance.

Tutors plan and teach their subjects well, so that learners gain new knowledge and skills. For example, in land-based subjects, learners are able to discuss articulately the environmental impact of farming. Tutors plan interesting activities so that learners, many of whom have had a disrupted education, develop their confidence and self-esteem. For example, tutors skilfully use television characters familiar to learners to discuss the concept of radicalisation.

Most teachers and teaching assistants work effectively together to support learners with complex needs. Tutors use a variety of short activities, interspersed with prompts and praise, so that learners who find it difficult to concentrate made good progress. Occasionally, tutors do not ensure that learners have gained appropriate skills so that they can subsequently complete more complex tasks.

Although leaders have accurately identified factors that contribute to poor achievement rates, the interventions that they have put in place have not yet had enough impact. As a result, too many learners do not achieve their qualification.

To what extent have leaders and managers been effective in ensuring that apprentices achieve their qualifications within the planned timescales?

Reasonable progress

Managers have correctly assessed the main factors preventing apprentices from achieving their qualifications within planned timescales. They have taken swift action to rectify the issues. For example, leaders have removed all subcontracted provision of apprenticeship programmes. They have amended the programme length to allow time for assessment requirements. Apprentices now complete their English and mathematics qualifications at the start of their programmes so that they complete them well within the planned time.

Managers work collaboratively with employers to ensure that they are aware of the requirements of the apprenticeship. Employers work effectively with trainers to plan learning and assessment. Most employers attend review meetings and, as a result, they understand how much progress each apprentice is making. Employers contribute effectively in meetings, so that they can help apprentices to achieve their qualifications.

Trainers skilfully teach apprentices to identify their own areas for development and set useful targets in their learning plans. Trainers frequently set targets that learners can apply in their workplace. Apprentices have a good understanding of how to apply their knowledge in practical situations at work. Tutors encourage apprentices to take a professional approach to their learning. For example, apprentices on level 3 housing and property management complete professional qualifications relevant to their planned career so that they are well prepared to enter the job market.

Managers have put appropriate interventions in place to increase the proportion of apprentices who achieve in the planned time, but it is too early to see the impact of these.

How effectively have leaders, managers and tutors rectified poor attendance and punctuality on apprenticeships and education programmes for young people?

Reasonable progress

Managers have taken appropriate action to improve attendance and punctuality in education programmes for young people. As a result, attendance and punctuality have improved but they still remain too low.

Managers take positive steps to create a culture of high expectations for learners to attend lessons. They make clear to parents and learners at the start of their programmes what is expected of them. When learners are absent, staff contact parents and learners to check the reasons.

Managers support learners very well to remain in education and they have introduced rewards for high attendance. Managers ensure that the timing of lessons is appropriate for learners. They gradually increase the hours learners are in learning, so that they are prepared to progress into employment or further learning. Managers have put in place a robust approach to managing learners if they do not attend lessons persistently. In a minority of cases, learners leave the organisation.

Tutors use learner reviews well to discuss learners' attendance, and where appropriate learners are set targets to improve. Managers and tutors have established frequent meetings at which they discuss each individual learner, so that they can personalise interventions that learners may need. Tutors and managers have a sound overview of learners' attendance.

Leaders and managers do not have a good enough oversight of the attendance of apprentices at workshops or reviews. As a result, they are not able to identify swiftly if apprentices require additional support.

How well do leaders, managers and tutors teach learners and apprentices to improve their skills in English and mathematics so that they are effective in the workplace and achieve the English and mathematics components of their course?

Reasonable progress

Tutors and trainers develop learners' and apprentices' English skills well. They ensure that learners in vocational classes create records of their learning. Learners organise and present their work tidily and accurately for different purposes.

Trainers teach business administration apprentices to use formal language in their written communication, so they communicate proficiently in their job roles. Apprentices can explain how they have developed their communication skills to help them to be successful in the workplace. For example, customer services apprentices understand the importance of their tone of voice when dealing with clients on the telephone. Business administration apprentices are well prepared to initiate conversations so that they contribute effectively in team meetings.

Trainers ensure that apprentices use dictionaries effectively to improve their vocabulary and learn to spell words correctly. Apprentices record new vocabulary in glossaries so that they can use the words accurately in the future.

Tutors and trainers on vocational courses and apprenticeships provide learners with a range of opportunities to practise their mathematics skills. Learners on land-based courses use mathematics accurately to simplify fractions when calculating the production of gases. Apprentices on housing and property maintenance apprenticeships calculate precisely the most cost-effective options for buying tins of paint.

Tutors do not provide enough opportunities for learners to practise their handwriting skills. A small minority of learners do not apply the mathematics skills that they have learned. For example, in cookery, learners guess weights and ratios rather than calculate them accurately.

Although managers have put in place appropriate interventions so that achievements in English and mathematics improve, too few learners and apprentices achieve their qualifications in these subjects.

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