

Inspection of Catch22 Charity Limited

Inspection dates: 1 to 4 February 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Education programmes for young people	Good
Apprenticeships	Good
Provision for learners with high needs	Good
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Catch22 Charity Limited (Catch22) is a registered charity that provides a wide range of services, including schools, alternative education provision, social justice and rehabilitation programmes. This inspection focused solely on the training and education that the charity provides as an independent learning provider.

At the time of the inspection, there were 214 learners on education programmes for young people based at seven centres in the North East, Midlands, South East and East of England. There were 161 apprentices studying at levels 2 to 5. Most apprentices study levels 2 and 3 apprenticeships, with a small number training at levels 4 and 5. At level 2, the largest areas of study are hospitality team member and customer service. At level 3, most apprentices study on the team leader and housing and property manager apprenticeship.

Many young people at Catch22 face significant barriers in their lives and start their study programme with a history of poor attendance at school and no qualifications. A high proportion have education and health care plans (EHC plans) or additional learning needs.

What is it like to be a learner with this provider?

Learners and apprentices benefit from good support from staff who know them very well. Staff at all levels are highly committed to supporting apprentices and young people. Highly effective pastoral support helps apprentices and young people to manage any personal problems they have and stay on track with their learning. As a result, most learners successfully complete their training and move on to further learning or employment.

Learners and apprentices enjoy learning in a positive, respectful and caring environment. Young people benefit from studying in small groups and apprentices from effective, one-to-one support from their tutors. Most young people who start their programme lacking the skills to learn, develop into motivated individuals who achieve well.

Learners with EHC plans thrive and succeed. They benefit from a curriculum that helps them to develop the skills, knowledge and behaviours they need to live more independently. For example, they learn tasks such as how to read a bus timetable, use public transport and use a washing machine. Parents of these learners speak highly of the support their children receive and are kept well informed of their progress.

Learners and apprentices develop their personal and social skills very well. During their programme, young people grow in maturity. They develop new friendships. Teachers and tutors have high aspirations for learners and apprentices. They communicate clear expectations for behaviour and model the calm behaviour expected from learners and apprentices.

Learners and apprentices feel safe. They are confident that they can raise any concerns they might have with staff and that staff will take appropriate action to ensure they are safe.

What does the provider do well and what does it need to do better?

Since the previous inspection, leaders and managers have taken effective action to improve the quality of education. For example, new quality managers help teachers and trainers develop their skills to teach effectively. Teachers, tutors and trainers benefit from frequent training sessions where they review their teaching, share practical tips and agree on actions to improve. Study programme staff have access to a good range of training that builds their skills and knowledge well in areas such as teaching learners with dyslexia and autism spectrum disorder and learning first aid.

Leaders and managers have chosen curriculum areas that meet the needs of learners, apprentices and employers well. For example, the hospitality team member apprenticeship prepares those with no experience of hospitality for a route into the

sector. Young people in Great Yarmouth studying customer service learn the skills they need for roles in the local tourist industry.

Most teachers, tutors and trainers are well qualified and experienced. They have very good knowledge and expertise in the subjects they teach. They plan the curriculum carefully so that learners and apprentices build their knowledge and skills in a logical order. For example, operations and departmental manager apprentices learn about understanding themselves as managers first. They then learn about managing individuals and teams, and organisational structures and culture.

Teachers, tutors and trainers use effective strategies to help learners remember what they are taught. For example, on study programmes, teachers question hospitality learners' knowledge of cooking methods, such as broiling and steaming. They test learners' understanding in preparation for the practical session. For their future reference, learners complete daily learning logs where they record the skills they have learned and when they would use them.

Teachers, tutors and trainers skilfully teach learners and apprentices new concepts. They repeat concepts so that learners remember them. For example, in mathematics, teachers help young people to calculate the number of sides on a prism by using a three-dimensional model. They give clear explanations and use diagrams well to help students calculate volume. As a result, study programme learners progress well with their studies.

Most apprentices and young people receive suitable careers advice and guidance. Learners and apprentices are well prepared for their next steps in learning and employment and a good proportion move on to a positive destination. Half of the study programme learners achieve qualifications for the first time. Most apprentices remain in employment, progress on to higher-level apprenticeships or gain promotion at work.

Teachers, tutors and trainers prepare young people well for life in modern Britain. For example, teachers use current political events to help young people understand right and wrong and the rule of law. They discuss the merits of rehabilitation and punishment in reducing crime.

In a few instances, apprentices are behind with their coursework because of demands at work. Time is not routinely set aside for them to complete their off-the-job studies. As a result, they do not complete their apprenticeship on time. A few learners on study programmes do not benefit from regular reviews of their progress. As a result, they are not motivated to achieve and are unclear of their next steps.

Leaders have recently established additional scrutiny of the provision through new governance arrangements. Leaders now have clear lines of accountability. Board members have begun to challenge managers on the quality of education that apprentices and young people receive. However, managers do not use management information to fully inform their understanding of the provision. For example, they

have not analysed all of the reasons why a few apprentices are late in completing their apprenticeship.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that learners' and apprentices' safety and well-being is a priority. A highly experienced safeguarding lead supports staff effectively to promote the well-being of young people and apprentices. For example, they train staff in preventing and dealing with harmful sexual behaviour.

Leaders and managers ensure that suitable safeguarding policies are in place. Staff are vigilant and take effective action when they identify threats to young people's welfare and safety. They liaise effectively with outside agencies when needed to ensure that learners and apprentices get help when they need it.

Learners develop a suitable understanding of the dangers of radicalisation and extremism. Young people learn about the specific risks to their safety such as criminal exploitation and how to protect themselves when they are online.

What does the provider need to do to improve?

Leaders and managers should:

- ensure that all apprentices have sufficient time planned in the curriculum so that they keep up to date with their studies
- ensure that staff review the progress that all young people make so that they become motivated to achieve and are clear about their next steps
- use data more effectively to inform their plans to improve the quality of the provision.

Provider details

Unique reference number	54215
Address	27 Pear Tree Street London EC1V 3AG
Contact number	07525 490 593
Website	www.catch22.org.uk
Principal/CEO	Chris Wright
Provider type	Independent learning provider
Date of previous inspection	29 January to 1 February 2019

Information about this inspection

The inspection team was assisted by the director of vocational training, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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