

Inspection of Catch22 Pupil Parent Partnership

191 Freston Road, London W10 6TH

Inspection dates:

25 to 27 April 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils are being let down by the poor quality of educational, therapeutic, and extra-curricular provision at this special school.

The narrow curriculum lacks ambition. It does not include all the required areas of learning. There is a lack of consistency in how the curriculum is planned and taught. Provision for encouraging and developing pupils' reading is weak.

Leaders have not organised adequate extra-curricular experiences. Pupils therefore do not have enough opportunities designed to develop their various interests and talents. Despite most pupils having education, health and care plans for their complex social, emotional and mental health needs, the therapy offer is extremely limited.

Expectations of pupils are too low. From attendance and punctuality to engagement in lessons, staff's expectations of pupils are inconsistent. Pupils' rates of attendance are too low, but improving.

Despite the weaknesses, the school is a sanctuary for pupils, who are well cared for. For this reason, pupils, parents and carers are happy to have found this school. Pupils' behaviour and attitudes to learning usually improve over time. Pupils said this is because staff understand their needs. Incidents of bullying are dealt with appropriately.

The new senior leaders understand the extent of the work required to move this school forward.

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

The school's curriculum is narrow and poorly planned. Only five subjects are offered in full: English, mathematics, science, art and physical education. The curriculum does not include learning in technological or human and social education.

Pupils do not achieve well because curriculum thinking does not ensure that subject content is taught in a well-thought-through sequence. Leaders and staff have not identified what pupils aged 13 to 17 need to learn and when. Some teachers have strong subject knowledge. However, most rely too heavily on qualification specifications for teaching and assessment. Leaders have not focused on training staff to plan and deliver an effective curriculum. Leaders' expectations of staff are too low and not clear enough. The use of assessment is evolving. Pupils' starting points have recently been established with the implementation of a new assessment system. However, some teachers do not know how to check what pupils know, understand and can do.

The school is not ready to provide the required support to pupils who may join the school at the early stages of learning to read. This is because leaders have not put a

phonics programme in place to help pupils learn to read. There are few reading books. Leaders and staff do not do enough to promote a love of reading.

The programme of personal, social, health and economic (PSHE) education includes teaching about British values, equality and healthy relationships. The statutory requirements for relationships and sex education are met. However, the quality of these sessions is uneven between the school's two sites. Pupils receive impartial, personalised careers support. However, they are unable to pursue study in their areas of interest due to the limited curriculum and have very little access to work experience.

The school's work to promote healthy living is not helped by the fact that the school regularly provides pupils at one site with unhealthy food to eat at lunchtimes. This is rightly in the process of being remedied.

Leaders have organised very few recent extra-curricular activities to enhance the curriculum, or to support pupils to develop their interests and talents. There is no programme of clubs and pupils receive no therapeutic support beyond the availability of a part-time counselling service. The narrowness of provision significantly limits pupils' readiness for their next steps.

Expectations of pupils are inconsistent between staff and the two sites. This leads to variability in what is expected of pupils, including in terms of punctuality and attendance, appropriate dress and engagement in lessons. The leadership team is in the process of raising expectations. Early improvements, especially in attendance, are beginning to be seen.

Proprietors and leaders have a lack of knowledge and understanding of the independent school standards. The proprietors are failing to fulfil their statutory duties. The most serious failings relate to the quality of education. There is too much disorganisation. Leaders completed work during the inspection to resolve issues relating to fire safety, hot water supplies, the admission register, the website and the register of pre-employment vetting checks. The proprietor body is in the process of establishing both internal and external processes to hold leaders to account.

The new strategic director and headteacher have already led some positive work to begin to improve the school. However, leaders, including those responsible for checking compliance with the independent school standards, demonstrate a lack of capacity. Leaders' work to overhaul the curriculum is at an early stage of development.

Staff were generally positive about their workload and the support that they receive.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leadership of safeguarding is inconsistent because there is no overall designated safeguarding leader for the school. Leaders have lost sight of the fact that this is one school on two sites, rather than two schools. As a result, no one person is ensuring that the school's safeguarding arrangements are implemented consistently. This means, for example, that the rigour with which information is recorded differs between the sites.

Nevertheless, the overall work of leaders and staff to keep pupils safe from harm is effective. The school is a safe environment. Pupils are well cared for. Leaders work effectively with a wide range of external agencies for the benefit of pupils who have significant and complex needs. Arrangements for staff training and safe recruitment are suitable.

The school's safeguarding policy is compliant with the latest statutory guidance and is published on the school's website. It was updated during the inspection to include the correct names of the school's senior leaders.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders and the proprietor body have not made sure that pupils receive education in all the required areas of learning. Curriculum thinking is not well sequenced because leaders and staff have not thought through carefully what pupils need to learn and in what order. Assessment is weak. Leaders do not provide effective training to enable staff to plan and deliver an effective curriculum. Leaders should thoroughly review the curriculum, assessment, and professional training arrangements. They should ensure that a well-sequenced curriculum enables pupils of all ages to learn well in all subjects. They should ensure that the curriculum covers all the required areas of learning.
- Leaders are not doing enough to promote a love of reading. They have not put a phonics programme in place for any pupils who may join the school at the early stages of learning to read. There are few reading books. Leaders should ensure that they prioritise resourcing, teaching and promoting reading to pupils. They should ensure that arrangements are made to implement a phonics programme.
- The provision for personal development is too limited. The delivery of relationships and sex education is variable across the two sites. Pupils receive too few experiences designed to help them to explore and develop their various interests and talents. Leaders need to significantly improve their work to support pupils' personal development. This includes making sure that pupils receive a wide, rich set of curricular and extra-curricular experiences, including suitable therapy provision.

- Expectations of pupils' attitudes to learning, attendance and punctuality, and dress are variable. Pupils' rates of attendance are too low. Leaders should build on their recent work to make sure that expectations of attendance are consistently high. They should provide effective support and challenge to pupils and their families to encourage regular attendance.
- The proprietor body has not put systems in place to check the effectiveness of leaders' work. They should realise their plans to introduce external governance and ensure that effective procedures are put in place to check the quality of leaders' work, and compliance with statutory requirements.
- Some of the independent school standards are not met. These are listed in the annex to this report. Proprietors and leaders should ensure that they know the standards and take action to ensure that these are all met consistently.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	136740
DfE registration number	207/6016
Local authority	Kensington and Chelsea
Inspection number	10267654
Type of school	Secondary day special school
School category	Independent special school
Age range of pupils	13 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	28
Number of part-time pupils	3
Proprietor	Catch 22 Charity Limited
Chair	Terry Duddy
Headteacher	Jo Shuter
Annual fees (day pupils)	£22,000 to £105,000
Telephone number	020 3582 9351
Website	www.include-ppp-westlondon.org.uk
Email address	education@catch-22.org.uk
Date of previous inspection	26 to 28 February 2019

Information about this school

- Catch22 Pupil Parent Partnership is an independent special day school for pupils aged 13 to 17. It was previously known as PPP Community School.
- The school operates from two sites. The main site is at Freston Road, London W10 6TH. The second site is the Phoenix Centre on Dormers Wells Lane, Southall UB1 3HX.
- The school provides alternative education for secondary-aged pupils. Pupils all have social, emotional and mental health needs. Most have education, health and care plans. Pupils are placed and funded by various local authorities.
- There have been several changes in senior leadership since the previous inspection. The current headteacher took up her position in February 2023. The school's staffing model is currently in the process of being restructured.
- The proprietor body is Catch 22 Charity Limited. This information is missing from 'Get information about schools', the register of schools and colleges in England. The proprietor body delegates responsibility for leadership and governance to a senior team within the organisation.
- The school's most recent inspection was a standard inspection in February 2019.
- The school does not use any alternative provision.

Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This graded inspection was announced with one day's notice.
- Inspectors carried out deep dives in these areas: English, mathematics, PSHE education and science. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, observed and spoke to pupils, and considered evidence of pupils' learning.
- Inspectors met with the headteacher, and other senior leaders throughout the inspection. They also met with groups of staff and pupils at both sites. The lead inspector met with the proprietor body's strategic director for education.
- Inspectors considered a wide range of evidence to check compliance with the independent school standards.
- Inspectors considered the very few responses to Ofsted's online surveys for parents and staff.

Inspection team

James Waite, lead inspector

Ofsted Inspector

Karen Matthews

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to 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 sub-paragraph (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)(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.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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