

# Catch22 Charity Limited

Independent learning provider

## Inspection dates

29 January–1 February 2019

| Overall effectiveness                        |                             | Requires improvement      |                             |
|--|-----------------------------|---------------------------|-----------------------------|
| Effectiveness of leadership and management   | <b>Requires improvement</b> | 16 to 19 study programmes | <b>Requires improvement</b> |
| Quality of teaching, learning and assessment | <b>Requires improvement</b> | Apprenticeships           | <b>Requires improvement</b> |
| Personal development, behaviour and welfare  | <b>Requires improvement</b> |                           |                             |
| Outcomes for learners                        | <b>Requires improvement</b> |                           |                             |
| Overall effectiveness at previous inspection |                             |                           | Good                        |

## Summary of key findings

### This is a provider that requires improvement

- Leaders and managers have not sustained the quality of provision or the standard of teaching, learning and assessment found at the previous inspection.
- Too few learners on study programmes complete and successfully achieve their qualifications, and too few apprentices achieve in a timely manner.
- Teachers do not consistently promote or reinforce targets for attendance and punctuality; attendance on study programmes is too low.
- Too many learners, both on study programmes and apprenticeships, make slow progress towards developing their literacy and numeracy skills, or towards completion of the GCSE or functional skills English and/or mathematics component of their course.

### The provider has the following strengths

- Senior leaders' and trustees' strategic purpose remains strong. They ensure vulnerable learners from any background or belief gain access to learning. They strive to build stronger communities and improve the lives of young people and families.
- Most apprentices make good progress with the development of their employability skills and make a valuable contribution to the workplace.
- Teachers provide particularly good support to learners who have personal and emotional difficulties and additional learning needs, which helps them grow in confidence and become increasingly able to work and achieve.
- Teachers and assessors develop learners' behaviours and employability skills well. A high proportion of learners who complete their programme move on to the next stage of their education, or into training or employment.

## Full report

### Information about the provider

- Catch22 Charity Limited (Catch22) is a registered charity with over 200 years' experience in providing help to vulnerable young people and their families. The work of Catch22 is wide-ranging and includes working with former offenders, young people not in education or training, and the unemployed. This inspection focused solely on the training and education that the charity provides, as an independent learning provider, for apprentices and for vulnerable young learners on 16 to 19 study programmes.
- Catch22 provides apprenticeships to around 270 apprentices located across the country. The organisation also offers the 16 to 19 study programme to around 370 young people who attend centres in 12 locations across the country. The company's head office is located in London.

### What does the provider need to do to improve further?

- Leaders and managers should focus on strategies to raise the quality of teaching, learning and assessment for learners on study programmes, by:
  - identifying the most effective teachers and creating opportunities for them to share their ideas with others
  - improving the internal quality review processes for teaching and learning, focusing on those areas where practice is less effective
  - prioritising themes for staff development on teaching and learning, using the information gathered from lesson observations.
- Managers should ensure that apprentices' reviews take place regularly. They should manage any changes to assessors to minimise impact on apprentices, so that apprentices can complete their programmes in a timely manner.
- Managers should work with teachers to develop a consistent and rigorous approach to addressing and reducing non-attendance and poor punctuality, so that attendance patterns improve.
- Managers and teachers should ensure that they place sufficient focus on the development of learners' literacy and numeracy skills, and the acquisition of GCSE or functional skills English and/or mathematics.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders and managers have not sustained the quality of provision or the standard of teaching, learning and assessment that existed at the previous inspection. Too many learners make slow progress. Too few learners on study programmes complete or achieve their qualifications.
- The management of subcontractors is weak. Most apprentices who study with subcontractor partners achieve less well than their peers. Managers do not hold partners to account when apprentices fall behind in their learning. Neither do they focus closely enough on the progress apprentices make towards completing their qualification.
- Managers have an insufficiently detailed oversight of teaching, learning and assessment. They have not taken rapid and effective action to improve the decline in the quality of teaching, learning and assessment on study programmes.
- Curriculum management is weak. Teachers do not ensure that learners develop good skills in English and mathematics. Managers and teachers take insufficient action to improve the attendance rates of learners on study programmes. On apprenticeship programmes, managers often do not ensure that employers give sufficient training time to apprentices while at work. Managers have not ensured that all apprentices receive sufficiently frequent reviews.
- Senior leaders' and trustees' strategic purpose remains strong. The organisation strives to provide education and training opportunities for many hard-to-reach learners, many of whom are socially disadvantaged and have previously not had a positive experience of education. Staff are strongly committed to their role in improving learners' life chances.
- Leaders' and managers' strategy for meeting the local needs of learners and employers remains effective. Many learners on study programmes develop the vocational skills needed for them to progress. Learners on apprenticeships programmes benefit from strong partnership arrangements with prestigious national employers. Staff at all levels ensure that they protect learners from harassment, intimidation and bullying.
- Leaders' and managers' self-assessment of performance is detailed, thorough and accurate. They are right to recognise that standards have declined since the previous inspection. Managers acknowledge the challenges they face in raising standards, and have started to address the key issues. For example, they have significantly reduced the amount of subcontracted apprenticeship provision, in recognition of the challenges they face, to ensure its quality.
- Careers advice and guidance are effective. Leaders and managers ensure that learners receive appropriate advice and guidance. Learners on study programmes benefit from a broad range of events that help them prepare for work.

### The governance of the provider

- Trustees are highly skilled and have relevant experience. They have a very good understanding of the needs of vulnerable learners. They are committed to using education as a means of unlocking learners' potential to lead a good life. Trustees have

an effective understanding of the quality of learning across the two provision types. However, they have not held senior leaders and their managers sufficiently to account, particularly for the decline in standards or the low achievement of learners on study programmes.

## Safeguarding

- The arrangements for safeguarding are effective. Staff at all levels recognise that many learners are highly vulnerable and take appropriate steps to help assure their safety. Managers and staff remain vigilant and recognise the signs that may indicate learners are at risk.
- Leaders and managers ensure that the relevant safeguarding policies and procedures are in place and implement these policies to promote a strong culture of safety. Staff and trustees receive suitable training around safeguarding and welfare. Assessors work effectively to build apprentices' resilience and help them to understand the potential dangers posed by those with radical views.

## Quality of teaching, learning and assessment

## Requires improvement

- Teachers set targets that lack suitable detail. Their articulation of what learners need to do to succeed is unclear.
- Teachers and assessors do not monitor learners' progress sufficiently well to ensure they meet their targets.
- Teachers' and assessors' feedback does not identify precisely enough what learners have done well or what they need to do to improve. As a result, not all learners are clear about how to improve their work and achieve their potential, and too many learners make slow progress.
- For those learners on study programmes, teachers assess their English and mathematics starting points on entry appropriately, to ensure they study qualifications at the appropriate level. Teachers encourage learners to develop subject-specific vocational terminology. However, teachers do not create enough opportunities to enable learners to put into practice the knowledge learned in specialist mathematics lessons.
- Teachers and assessors have appropriate subject expertise, assessor awards or teaching qualifications. They also have suitable English and mathematics qualifications.
- The large majority of teachers and assessors have a detailed insight into the needs and backgrounds of learners. This helps them provide good individual support and guidance to help learners address personal issues. Staff are readily available, should learners need additional guidance or support outside lessons or reviews.
- Most learners benefit from good verbal feedback in lessons and apprenticeship reviews, to help them improve their wider skills and subject knowledge. The large majority of teachers and assessors are supportive and encourage learners to develop their thinking skills and their confidence, and to work well with their peers.
- Teachers plan suitable activities to help learners explore issues that are relevant to their own lives and welfare. Teachers help learners to be aware of the risks associated with drug misuse, county lines, anti-Semitism and homophobia. Learners gain a great deal of

insight into the risks associated with these topics.

- Teachers maintain good links with local authorities and relevant external support workers to ensure that those learners with education, health and care plans (EHCPs) receive appropriate support. Parents and carers of these learners attend annual review meetings to agree targets covering a range of social, behavioural and academic themes. As a result, targets articulate learners' personal goals well.

## Personal development, behaviour and welfare

## Requires improvement

- Learners' attendance on study programmes is too low. Teachers do not promote or reinforce targets for attendance and punctuality with sufficient consistency or rigour.
- Assessors do not support apprentices who already have their GCSE English and/or mathematical qualifications to continue to develop or improve their literacy and numeracy skills. Too many apprentices and study programme learners make slow progress towards completing the English and mathematics functional skills or GCSE components of their programme.
- Teachers do not always engage learners on study programmes sufficiently in discussions about how the 'Prevent' duty and British values might have an impact on their daily lives. As a result, a minority of learners are not sufficiently aware of risks from radicalisation and extremism.
- A small minority of learners on study programmes have not received clear guidance on their career and progression options. As a result, they are not able to articulate their longer-term career aspirations.
- Learners' behaviour is generally good. They are polite and show respect towards their peers and staff. They listen to each other's opinions and offer their own in response. In a small minority of lessons, teachers do not manage or challenge poor behaviour effectively. Learners make slower progress in these lessons due to the low-level disruption.
- Most learners develop self-confidence and self-esteem. They engage in debates, contribute to teamwork, and demonstrate pride in their work. For example, team leader apprentices confidently hold difficult conversations with team members when dealing with underperformance at work.
- Teachers provide particularly good support to learners who have personal and emotional difficulties. Learners who have additional learning support needs also grow in confidence and become increasingly able to work autonomously. Learners who have high needs become more independent, by improving their life skills, such as cooking and money management.
- Learners on study programmes access a suitable range of enrichment activities that broaden their experience and develop their self-confidence. For example, they take part in weekly sessions dedicated to developing their awareness of current local and national topics.
- A high proportion of learners on study programmes have very low aspirations when they start their course. Many gain a better sense of direction due to the high-quality pastoral support, advice and guidance they receive. Teachers provide effective support to develop

learners' employability skills such as curriculum vitae (CV) writing, interview and presentation skills.

- Learners make good progress with the development of their employability skills, such as building confidence, taking personal responsibility in the workplace, project management and financial reporting. Many apprentices make a valuable contribution to the workplace. For example, one apprentice received a nomination for a national apprenticeship award, for making a sizeable cost saving to the company.
- Learners feel safe, and know how to keep themselves safe and who to speak to if they have any concerns.

### Outcomes for learners

### Requires improvement

- Too few learners on study programmes complete or successfully achieve their qualifications, including GCSE and functional skills English and mathematics. Over the past two years, the proportion of learners who achieve their qualifications has decreased.
- Over the past few years, there has been a notable fluctuation in the proportion of apprentices who successfully achieve their qualifications. This improved in 2018, but too many apprentices make slow progress, particularly towards completion of the functional skills element of their apprenticeship. As a result, too few apprentices achieve in a timely manner.
- The variation in the performance of different groups of learners, particularly by level and by ethnicity, is significant. Learners on entry-level programmes perform better than those on higher-level programmes. The proportion of learners who successfully achieve their qualifications decreases from entry level to level 1 and from level 1 to level 2, where it is particularly low. Similarly, learners from a white background do not perform as well as learners from a minority ethnic heritage.
- Most learners on study programmes gain confidence and acquire the skills they need to progress. Of those learners who complete their programme, the majority progress to the next level, particularly from entry level to level 1 and from level 1 to level 2, or to employment or an apprenticeship. A high proportion of learners who have EHCPs progress to the next level on completion of their programme.
- The quality of most apprentices' work is generally good. They acquire suitable knowledge and skills. On completion of their apprenticeship, a high proportion of apprentices move into longer-term employment with the same employer. Of those apprentices who fail to complete, a high proportion progress into alternative employment.

## Types of provision

### 16 to 19 study programmes

### Requires improvement

- Approximately 320 learners are on study programmes, across 12 centres nationally. A little more than three quarters of learners study at entry level and level 1, and the rest study at level 2. Subjects include well-being, hair and beauty, motor vehicle, construction, land-based studies, work skills, English and mathematics.
- The proportion of learners on study programmes who achieve their qualifications is too

low. Too few learners complete their course or achieve their GCSE or functional skills in English or mathematics.

- Teachers do not plan and deliver lessons that meet the needs of all their learners. They fail to check that learners understand and retain new knowledge. Teachers do not set sufficiently challenging targets. The pace of lessons is at times too slow for the most able learners. As a result, too many learners make slow progress.
- Not all teachers use information gathered at the start of the programme well enough to set individual targets for learners. As a result, staff are unable to measure accurately the progress learners make from their starting points.
- Learners benefit from an extended and effective induction to help ensure that teachers place them on the appropriate level programme. This strategy helps learners, many of whom are vulnerable, to settle into their programmes and gain a better understanding of what is expected of them.
- The majority of learners develop a suitable range of personal and social skills. They become more self-aware, resilient, and increasingly able to work and live independently. They also display good manners and are respectful of fellow learners and of staff. They learn to listen with understanding and empathy, and to interact positively with others. As a result, they become more effective and confident communicators.
- Learners welcome differences in opinion and gain a better understanding of people's abilities and disabilities. For example, a group of learners was very pleased at having learned the basics of sign language and braille. This helped provide them with a valuable insight into communicating with people who have a sensory impairment.
- Learners adopt positive attitudes towards their learning. They take pride in their achievement, keep well-organised folders, remain focused in lessons, and enjoy engaging in group discussions and helping each other with their work.
- Most teachers develop learners' literacy skills well. For example, learners develop their vocational terminology during hairdressing activities, using new words effectively to describe the consultation process with their clients. Teachers do not always exploit naturally occurring situations to develop and extend learners' mathematical skills. As a result, learners tend to be less confident in dealing with numeracy problems.
- Staff provide effective support to develop the employability skills of their learners. For example, learners produce effective CVs, gain a good understanding of the application process and prepare well for interviews. As a result, a relatively high proportion of learners progress to the next stage of their education or training, or into employment.
- The majority of teaching assistants provide good support to learners during lessons. For example, a teaching assistant provided excellent support and re-engaged a learner in a mathematics activity, after the learner had experienced a bout of acute anxiety earlier in the morning.
- Managers have recently improved the design of the study programme to cater better for the diverse range and differing needs of learners. Programmes provide clear progression routes from short courses with functional skills English and mathematics, work skills and non-qualification activities. The large majority of learners progress to longer programmes which also include GCSE English and mathematics, vocational qualifications and work experience.

## Apprenticeships

## Requires improvement

- The number of apprentices has decreased since the previous inspection. At the time of the inspection, approximately 280 apprentices were studying on apprenticeship frameworks and standards, working with employers across the country. Apprenticeships cover a broad range of subjects, including customer service practitioner, housing and property management, team leader/supervisor and business administration.
- Too many apprentices have insufficient time for their off-the-job training to ensure they have the opportunities they need to develop appropriate knowledge, skills and experience.
- Managers have not coordinated the recent significant changes to assessor staffing effectively. Their contingency and cover arrangements over the period of restructure were unsuitable. As a result, a significant minority of apprentices did not receive sufficiently frequent visits from assessors. This has had a detrimental impact on apprentices' progress.
- Assessors do not use the information gathered at the start of the programme, such as the diagnostic assessment of English and mathematics, to set suitably challenging targets for apprentices. Assessors do not provide enough support to apprentices to develop their English and mathematical skills beyond the basic level. As a result, too many apprentices make slow progress towards achieving their apprenticeship.
- For those apprentices who have achieved their GCSE English and/or mathematics qualifications, assessors do too little to extend their literacy and numeracy skills.
- In a minority of instances, assessors' feedback to apprentices does not identify precisely enough what apprentices have done well or what they need to do to improve. As a result, assessors do not challenge apprentices sufficiently to achieve their potential.
- Managers work closely together to share good practice, through the development of a central scheme of work for apprenticeship standards.
- Assessors are suitably qualified and experienced, and support apprentices well at review meetings. Most assessors work well with employers to review apprentices' progress and to plan further review points. Assessors also involve the employer in assessing the work-related behaviours that apprentices develop.
- Apprentices have good access to assessors between formal reviews, if required, via email, text or telephone. Assessors work collaboratively with the majority of apprentices on intervention and support strategies to help them remain on target and achieve in a timely manner.
- Assessors and apprentices make good use of online progress-tracking systems to build portfolios and maintain a record of assessment and feedback. A small minority of managers in the workplace are unable to access this information, which limits their ability to track apprentices' progress or make a suitable contribution to their development.
- Apprentices make good progress with the development of employability skills such as building confidence, taking personal responsibility in the workplace, and financial reporting. As a result, apprentices make an increasingly valuable contribution to the work of their employer.

- Apprentices explore themes such as health and safety, equality and diversity, safeguarding, British values and the 'Prevent' duty in their reviews. They have a good understanding of these topics.
- Apprentices develop suitable job-search skills with assessors, towards the end of their programme. A large number of apprentices move into longer-term employment with the same employer on completion of their apprenticeship programme. For example, apprentices moved from temporary to permanent employment, with one employer, even before the completion of their apprenticeship.

## Provider details

|   |                               |
|---|-------------------------------|
| Unique reference number   | 54215                         |
| Type of provider  | Independent learning provider |
| Age range of learners   | 14+                           |
| Approximate number of all learners over the previous full contract year | 1,728                         |
| Principal/CEO   | Chris Wright                  |
| Telephone number  | 020 7336 4800                 |
| Website   | www.catch-22.org.uk           |

## Provider information at the time of the inspection

| Main course or learning programme level   | Level 1 or below  |     | Level 2  |     | Level 3 |     | Level 4 or above |     |
|---|---|-----|----------|-----|---------|-----|------------------|-----|
|   | 16–18   | 19+ | 16–18    | 19+ | 16–18   | 19+ | 16–18            | 19+ |
| Total number of learners (excluding apprenticeships)                                      | 261   | 44  | 56       | 6   | -       | -   | -                | -   |
| Number of apprentices by apprenticeship level and age                                     | Intermediate  |     | Advanced |     | Higher  |     |                  |     |
|   | 16–18   | 19+ | 16–18    | 19+ | 16–18   | 19+ |                  |     |
|   | 58  | 52  | 11       | 132 | -       | 23  |                  |     |
| Number of traineeships  | 16–19   |     | 19+      |     | Total   |     |                  |     |
|   | -   |     | -        |     | -       |     |                  |     |
| Number of learners aged 14 to 16  | 27  |     |          |     |         |     |                  |     |
| Number of learners for which the provider receives high-needs funding                     | 26  |     |          |     |         |     |                  |     |
| At the time of inspection, the provider contracts with the following main subcontractors: | West London Skills Training<br>Caius House Training<br>Care First Training Ltd<br>Runway Training<br>SCL Security Ltd |     |          |     |         |     |                  |     |

## 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. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Peter Nelson, lead inspector | Her Majesty's Inspector |
| Jules Steele                 | Her Majesty's Inspector |
| Linnia Khemdoudi             | Her Majesty's Inspector |
| Maggie Fobister              | Ofsted Inspector        |
| Terri Williams               | Ofsted Inspector        |
| Heather Barrett-Mold         | Ofsted Inspector        |
| Marinette Bazin              | Ofsted Inspector        |

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