



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Catch22 Include Wales**

**Date of inspection: November 2021**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

**This report is also available in Welsh.**

## **About Catch22 Include Wales**

Catch22 Include Wales is an independent special day school for pupils with social, emotional and behavioural difficulties. It is located in the city of Newport, and is administered by Catch22, a not-for-profit organisation that owns a group of independent special schools in England and Wales.

The school is registered for up to 18 pupils aged four to eleven years. There are currently 11 pupils at the school, many of whom have a statement of special educational needs. No pupils are looked after by their local authority.

The executive principal has been in post for four years and the headteacher for two years.

## Main findings

### Strengths

Since the last monitoring visit in January 2020, the school has faced considerable challenges due to the COVID-19 pandemic. Throughout this time, staff worked together effectively to enable the school to remain open to keep pupils safe and support their wellbeing and learning.

Staff also used the time during the pandemic to strengthen the provision for improving pupils' literacy and numeracy skills by introducing bespoke intervention programmes. In addition, the school introduced a communication platform for laptop and mobile phones to strengthen communication with parents and carers and help them to support their child's learning more. As a result, over this time, many pupils made strong progress in developing their reading skills in relation to their starting points and the targets in their individual development plans. In 2021, the overall progress of Year 6 pupils is particularly strong, with many transferring to mainstream secondary settings at the end of key stage 2, and a few to maintained school specialist provision.

During this monitoring visit, in lessons and around the school, most pupils displayed positive attitudes to their peers and staff and towards their learning. Overall, pupils engage well, display enthusiasm during tasks and are eager to demonstrate their ability.

Teaching staff foster positive and valuable professional working relationships with their pupils. They understand and respond to their pupils' additional learning and emotional needs well. For example, during lessons they support pupils sensitively and calmly with consistent classroom routines, which help pupils to understand and predict what is happening around them.

### Areas for development

Whilst most pupils make secure progress in developing their social and reading skills in relation to their starting points, their writing skills are underdeveloped.

The school does have an outside space for pupils to play safely, though the area and resources for play are limited. The current provision does not enable pupils to engage in activities well enough, such as facilitating ball games during break time to enhance the development of pupils' physical, emotional and social skills.

### Recommendations

The school should:

- R1 Strengthen the planning and co-ordination of the development of pupils' writing skills to enable them to achieve higher standards
- R2 Improve the outside play facilities for pupils to enhance their wellbeing, and their physical and social skills

## Progress in addressing recommendations from previous note of visit or inspection report

**Recommendation 1:** Ensure that lesson planning and activities meet the different ability needs of pupils

Since the last annual monitoring visit, the school has ensured that provision for lesson planning and activities is tailored better to match pupils' different ability needs. Pupils are now in teaching groups that match their learning and social and behavioural needs more closely. This approach is helping staff to develop a fuller understanding of their pupils' needs and how to respond to these individually. As a result, teaching staff are becoming more agile in how they plan bespoke activities that are tailored to their pupils' needs and interests. For example, pupils' skill development is often planned with increased practical activities and real-life contexts, which pupils respond to favourably.

Across the school, teaching staff are developing confidence in their use of the school's new assessment and tracking system. They work together with senior leaders to record and monitor pupils' progress and take actions quickly if underperformance is identified. Teachers' use of this information is helping them to become more adept at planning personalised activities to meet their pupils' individual learning and wellbeing needs suitably.

**Recommendation 2:** Strengthen the link between the use of data and self-evaluation and improvement planning at all levels

The school has taken several useful actions to strengthen the link between the use of data and self-evaluation and improvement planning at all levels. These actions include introducing a commercial assessment and tracking system for staff to record and evidence each pupil's progression across learning areas. Teaching staff use the system flexibly to record their own tailored teacher assessments, as well as other tests and interventions. They use this information suitably to help inform lesson plans such as when identifying each pupil's journey towards proficiency in a particular skill.

Overall, senior leaders use the school's data base assuredly to monitor pupil progress and share and discuss outcomes with teaching staff and pupils and their parents and carers. They work closely with teaching staff to conduct half-termly reviews and analyse data for each pupil and the whole school. This approach is helping staff to identify more easily the specific barriers that prevent pupils from achieving their targets and the support needed to help them improve their work.

Senior leaders also use the data suitably to inform whole-school self-evaluation and improvement planning. Their analysis of the performance of different groups of pupils is at an early stage of development.

## **Compliance with the standards for registration**

### **Standard 1: The quality of education provided by the school**

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### **Standard 2: The spiritual, moral, and cultural development of pupils**

On this visit, Estyn did not inspect Standard 2.

### **Standard 3: Welfare, health and safety of pupils**

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### **Standard 4: The suitability of proprietors and staff**

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

### **Standard 5: Premises of and boarding accommodation at schools**

On this visit, Estyn did not inspect Standard 5.

### **Standard 6: The provision of information**

On this visit, Estyn did not inspect Standard 6.

### **Standard 7: The manner in which complaints are to be handled**

On this visit, Estyn did not inspect Standard 7.

## **Recommendation regarding registration**

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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