



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

A report on

Catch22 Include Wales

**Newport Primary School
33 Godfrey Road
Newport
NP20 4PE**

Date of inspection: June 2023

by

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

About Catch22 Include Wales

Name of provider	Catch22 Include Wales
Proprietor	Catch22
Local authority	Newport City Council
Language of the provider	English
Type of school	Independent Special
Residential provision?	No
Number of pupils on roll	18
Pupils of statutory school age	18
Date of previous Estyn inspection (if applicable)	29/01/2020
Start date of inspection	05/06/2023
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 18 pupils at the school, all of whom have a statement of special educational needs or individual development plan. A few pupils are looked after by their local authority. Most of the pupils at the school are male. The school is now taking referrals from Newport City Council, Torfaen local authority, Cardiff local authority and Blaenau Gwent local authority. The headteacher has been in post for four years and the assistant headteacher was appointed in September 2022. In addition, the school is staffed with three teachers, one advocate and three teaching assistants.	

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website: mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Overview

Catch22 Include Wales School is a caring and welcoming community. Leaders and staff display high levels of commitment to the school and its pupils. Pupils are happy to come to school, feel safe and have strong working relationships with the staff team. Staff support pupils very well to encourage them to re-engage with their education and learning and, over time, most pupils make suitable progress in their learning.

Across the school, most pupils develop a range of valuable skills that help them to make appropriate progress from their individual starting points. However, around half of the pupils do not attend consistently, which impacts on the progress they are able to make with their learning.

The school provides a beneficial wide range of learning experiences that appropriately reflect pupils' needs, abilities and interests. However, the quality of teaching across the school is inconsistent. In the majority of lessons, teachers plan effectively to ensure that pupils make secure progress. In a minority of lessons, opportunities for learning are missed and pupils are not challenged to develop and extend their work appropriately. In addition, formal teaching time is limited due to the relatively short school day. As a result, pupils do not always make the progress they are capable of.

The learning environment provides limited accommodation to support teaching and areas of the building are not used and not well maintained. In addition, the restricted outdoor space impacts on the school's ability to meet pupils' needs suitably.

Leaders promote a strong caring ethos across the school, which reflects the wider Catch22 ethos well. They, alongside the wider organisation, have a clear vision to develop the school. They have established strong working relationships with external partners which offer valuable support for staff and pupils. However, quality assurance and improvement planning processes are not self-critical enough and do not focus well enough on the quality of teaching and learning.

Professional learning opportunities for staff do not link well enough to raising standards and improving teaching. In addition, staff do not have opportunities to observe high quality teaching for pupils with social, emotional and mental health needs in other similar settings.

The school complies fully with the Independent School Standards (Wales) Regulations 2003.

Compliance with the regulations for registration

Independent school inspections are governed by the Education Act 2002 and related regulations: the Independent School Standards (Wales) Regulations 2003. These regulations require an independent school to meet an appropriate standard in the following areas:

The quality of education provided by the school

The school meets the regulatory requirements for this standard.

The spiritual, moral, social and cultural development of pupils

The school meets the regulatory requirements for this standard.

Welfare, health and safety of pupils

The school meets the regulatory requirements for this standard.

The suitability of proprietors and staff

The school meets the regulatory requirements for this standard.

Premises of and boarding accommodation at schools

The school meets the regulatory requirements for this standard.

The provision of information

The school meets the regulatory requirements for this standard.

The manner in which complaints are to be handled

The school meets the regulatory requirements for this standard.

Recommendations

R1 Develop the learning environment to better meet the needs of all pupils

R2 Improve the quality and consistency of teaching

R3 Formalise professional learning opportunities for all staff with a suitable focus on teaching and learning

R4 Strengthen arrangements for self-evaluation and improvement planning

What happens next

Estyn advises the proprietor to amend its current development plan to show what actions the school intends to take in response to the recommendations. It is also advisable to circulate this plan, or a summary of it, to all parents/carers at the school.

Main findings

Learning

Nearly all pupils join the school following periods of disruption to their education. They frequently struggle with formal learning and the classroom environment and need time to make a successful transition to the school. Over their time at Catch22 Include Wales, many pupils settle in well, build constructive relationships with their staff and peers and make sound progress in their learning.

Over time, many pupils make suitable progress in developing their literacy skills. A majority of pupils develop beneficial reading skills. They read regularly and are developing a love of reading. Most younger pupils follow sequenced instructions from task sheets appropriately, or practise reading short sentences from their reading book. A minority of pupils read aloud fluently, sound out unfamiliar words and correct their mistakes with adult support.

Many pupils develop their writing skills well in line with their ability. For example, they practise letter formation and complete short sentences, filling in the gaps using visual prompts as a stimulus. For many of these pupils, this represents significant progress. More able pupils improve the presentation and punctuation of their work at a level appropriate to their age and ability.

Generally, many pupils listen well to staff and their peers. They follow instructions and respond suitably in a variety of social situations. For example, they are able to discuss a difference of opinion with a peer positively such as comparing which animal is their favourite and explaining why. They listen appropriately to instructions from teaching staff, which enables them to successfully access the tasks required in the lesson.

Many pupils interact confidently with visitors to the school and show respect to members of the school community. They speak clearly about their learning. However, a few pupils use inappropriate language to do so.

Many pupils improve their numeracy skills suitably in real life contexts. For example, they learn to tell the time and practise coin recognition. More able pupils make estimations and predictions about new places, for example when estimating the population of Russia. In addition, numeracy skills are developed well through a range of topics in class work such as understanding place value and fractions.

A few pupils apply their digital skills appropriately when given opportunities to do so. For example, they use technology to type basic sentences, research facts about the Galapagos Islands and locate countries on a map. Overall, however, opportunities for pupils to develop their digital skills progressively across areas of learning are underdeveloped.

Many pupils demonstrate their creativity and thinking skills suitably, for example when brainstorming ideas for story writing. They are inquisitive and ask a range of questions when learning about new topics.

The majority of pupils develop their physical skills well through valuable planned opportunities to access a range of games as part of their timetable. Most pupils improve their fine motor skills competently through activities such as planting peas, collecting insects from soil and from beneficial opportunities to practise their letter and number formation.

The warm and nurturing culture at the school supports pupils to develop their social skills successfully. For example, in PE lessons, most pupils work well in teams, celebrate each other's achievements, lose with grace and show resilience when a game becomes more challenging. Many pupils take turns well with their peers and wait for their turn to speak during class discussions.

Many pupils make worthwhile progress in in priority areas such as improving their well-being, developing social skills, and in learning to recognise and manage their emotions. As a result, the majority of pupils when they leave the school are able to transition successfully back to a mainstream school.

Well-being and attitudes to learning

Pupils at Catch22 Include Wales respond positively to the nurturing school environment. They are happy and feel safe. Many settle well when they join the school and develop strong relationships with staff, based on mutual respect and trust. As a result, pupils feel cared for and understood. Nearly all pupils know who to talk to if they are concerned or anxious.

Pupils develop important social skills during their time at the school. They learn how to build friendships with peers, and how to take turns and respectfully disagree and compromise, for example when making choices in class about the day's learning. Many pupils show respect and understanding in their interactions with their peers, offering support when they are upset. They celebrate the achievements of others and help them when they are struggling, for example during play time.

Pupils are proud of their school and share their achievements readily. They are excited to welcome visitors. They greet them politely and share their work with delight.

Many pupils develop their confidence and resilience well during their time at the school. Despite this progress, a minority struggle to maintain their resilience and sustain concentration when a task becomes challenging.

Many pupils engage excitedly with their lessons and new experiences. They demonstrate good behaviour, settle in lessons and follow instructions. Generally, pupils demonstrate a good understanding of right and wrong as well as the school rules. However, a minority of pupils struggle with transitions in and out of lessons and do not arrive at lessons punctually enough.

A few pupils represent their peers at the newly established school council. They use these roles to make changes to the school, for example making changes to the rewards available as part of the school behaviour system. Further, nearly all pupils make choices about their learning throughout the school day. For example, they select which country to study in humanities sessions.

Pupils learn how to stay safe and healthy. They are increasingly able to make healthy choices about what they eat. For example, pupils requested more fruit to be available during snack times. Pupils develop their physical skills well through play times and PE lessons, for example during a game of tag rugby. However, opportunities to develop these skills are inhibited by the restrictive outdoor area.

Around half of pupils attend school regularly. Despite recent improvements, the attendance of around half of pupils is not good enough.

Teaching and learning experiences

The school offers a broad and balanced curriculum, which appropriately reflects its aim of supporting pupils to reintegrate into mainstream education. Literacy and numeracy are prioritised alongside personal, social and health education (PSHE) and well-being, including behaviour management and self-regulation. This positively supports pupils to transition to mainstream schools. However, opportunities are restricted by the comparatively short school day.

The school curriculum is enriched successfully with a range of engaging learning experiences, including external speakers and visitors. For example, during a visit from an animal experience company, pupils learned about the correct management and care for a range of exotic animals such as armadillos, snakes and meercats.

Since the last annual monitoring visit, staff have worked diligently to improve opportunities for pupils to develop important writing skills. There are regular planned opportunities and shared themes to support pupils' development of writing, for example emerging letter-formation and spelling through to extended imaginative writing tasks. As a result, many pupils enjoy writing and are pleased to show their written work and discuss what they have been writing about, for example in a recent topic on designing and describing superheroes.

The school works hard to develop positive, productive relationships with pupils. Staff ensure that activities are conducted in a calm manner enabled by strong relationships and frequent behaviour prompts and support. Teaching assistants are particularly active in the classroom. They are especially well deployed in supporting pupils who need to leave the classroom in reintegrating back to the lesson. They work quietly and non-intrusively to provide targeted support, which engages and encourages pupils in a range of learning environments.

PSHE and well-being provision is a strength of the school. Staff prioritise regular opportunities for daily preparation, regulation and reinforcement of appropriate behaviours. The school team works well to cover a wide range of topics including Chinese New Year, St Dwynwen's Day, International Women's Day and Eid as well as e-safety, identifying body parts and understanding dental hygiene. This provision allows pupils to develop a beneficial understanding of their culture and how to stay safe and healthy. For example, they are able to explain what 'personal information' is and who to share it with.

Where teaching is most effective, staff plan well to enable pupils to make progress, for example through use of numeracy games, interactive whiteboards, practical props

and software packages to learn, revise and reinforce knowledge. However, the quality of teaching is inconsistent across the school.

Where teaching is less successful, there are missed opportunities to fully develop pupils' intrigue or potential progress. Furthermore, subject knowledge in a few key areas is limited. As a result, at times, opportunities to consolidate and develop learning are missed and curious questions from eager pupils are unanswered or under-explored. In addition, the level of challenge is not consistently sufficient for all pupils to make progress in line with their ability. For example, staff invite pupils to complete extension activities without sustained encouragement.

Across the school, the quality and consistency of feedback is too variable. Written feedback does not consistently correct errors and tell pupils about their next steps in learning. Staff invite pupils to contribute to assessment of their own work, for example by drawing smiling face emojis. However, this is not always purposeful and reflection varies according to difficulty level and personal feelings.

The school employs a number of methods to track pupil progress, for example using digital platforms to assess and record pupils' skills and achievements in languages, literacy and communication, maths, PSHE and well-being. However, the use of this information in the planning, preparation and delivery of lessons is underdeveloped.

Care, support and guidance

Staff at Catch22 Include Wales are developing a community where pupils are encouraged to show empathy, respect and compassion. The school places a strong focus on the emotional well-being and personal development of all pupils, for example through the recent appointment of an advocate to deliver a range of well-being interventions. As a result, the school has seen a significant reduction in incidences of challenging behaviour and short-term exclusions over the last academic year.

The school collects and shares a wide range of helpful information about pupils to enable staff to keep them safe, meet their needs and engage them in their learning, for example through detailed risk assessments and behaviour management plans. Staff make effective use of these plans to support pupils to learn how to manage their own behaviours and engage in their learning. As a result, most pupils improve their behaviour during their time at the school. All staff provide pupils with sensitive support to enable them to engage with work and complete tasks as independently as possible.

The school has robust arrangements for supporting pupils' transitions when they join and leave the school. Leaders plan carefully to support pupils to arrive at school feeling safe and ready to learn. For example, new pupils benefit from a range of introductory visits to the school and leaders collect a range of important information about how to meet their needs. Where appropriate, staff support pupils to reintegrate into mainstream settings. This is a strength of the school.

The school uses partnership working arrangements to meet the needs of pupils well, for example through links with therapists or a local university to develop pupils' understanding about equality and diversity.

The school creates suitable opportunities for pupils to develop their awareness of the world around them through a range of themed days. For example, pupils learn about the coronation of King Charles III and of the work of Martin Luther King.

The school has recently introduced formal opportunities for pupils to participate in worthwhile decision-making activities. Pupils have the opportunity to join the recently reintroduced school council and contribute purposefully to decisions that affect their life in the school.

The school has suitable arrangements to communicate with parents and carers, for example through termly reports, online information sharing and regular telephone calls. Leaders have recently established termly 'parent and child together' sessions to support parents to understand their child's emotional and learning needs. These are in the early stages of implementation and it is too soon to evaluate the impact.

Staff at all levels have a strong focus on safeguarding. Staff demonstrate a strong understanding of their role in keeping pupils safe. They provide pupils with a range of beneficial opportunities to learn about important aspects of staying safe, for example e-safety and extremism. Safer recruitment procedures at the school are robust. All staff undertake regular beneficial training in this area. However, a few issues were raised with the school regarding the reference to English legislation rather than Welsh Government guidance within organisational policies. This was rectified during the inspection.

Leadership and management

The leadership team has developed a sound vision and a strong sense of purpose for the school. This purpose is shared and understood very well by the school community and appropriately reflects the vision of the wider Catch22 organisation. The philosophy at the school is based on a set of values around "place, purpose and people". These values are reflected well in the work of the school and in pupils' learning.

The staff team consists of a suitable range of teaching and support staff who support the learning and social needs of pupils very well. Senior leaders have created a highly supportive and caring ethos where all staff are committed to the school and work very well together. This ethos underpins the sound safeguarding culture at the school, as well as the wider work of the organisation.

A recent restructure of the leadership team resulted in several new appointments at both the senior and middle leadership level. Leadership roles are well understood and there are clear lines of communication between staff and their managers. However, this disruption to leadership has hindered the school's rate of progress in meeting recommendations from previous monitoring visits and addressing its own priorities for improvement.

Leaders gather a suitable range of first-hand information to inform self-evaluation processes, for example lesson observations and learning walks, scrutiny of pupils' work and gaining the views of stakeholders. However, leaders have an overly generous view of the quality of teaching and learning. This makes it difficult for them

to implement appropriately robust and precise strategies to improve these important aspects of the school.

The school's improvement plan identifies broadly appropriate areas for improvement. However, actions identified as part of regular self-evaluation exercises do not consistently link to the school improvement plan. In addition, it does not include those areas for improvement identified verbally by leaders and teaching staff during the inspection. Actions to achieve priorities are not detailed enough and do not specify resource implications and timescales clearly enough. These shortcomings mean that the school has not been able to take suitable actions to improve important aspects of its provision.

Leaders have developed highly effective strategic partnership working with a range of relevant stakeholders to improve opportunities and outcomes for pupils. For example, links with local mainstream schools support integration well and links with local authority officers strengthen the school's safeguarding and ALN training effectively.

Leaders have a clear strategic rationale for the curriculum in terms of aligning with Curriculum for Wales and supporting pupils to integrate to mainstream schools. In addition, they ensure that the curriculum benefits pupils in preparing them to learn throughout their lives and by prioritising literacy, numeracy and PHSE. Strong links with the local university positively support the school to remain up to date with developments linked to the Welsh curriculum and access bespoke staff training as required.

Despite the creative timetabling by school staff, the limitations of the outdoor space impact on the ability of the school to plan to adequately meet the physical, social and emotional needs of the pupils. Further, many areas of the school building are tired and the school and have not been well maintained. At the time of the inspection, valuable areas of the school were not in use.

The wider organisation provides worthwhile challenge and support to the school. These leaders provide a strong framework of governance and scrutiny for the school in addition to offering valuable support for the headteacher. However, in a few areas, senior leaders do not challenge the school robustly enough, particularly in relation to consistency in the quality of teaching and the progress that all pupils make over time.

The school has a full range of policies in place to support the work of staff. These are comprehensive and contain useful information in relation to the policy area. However, a few are too generic to the wider organisation and do not reflect the specific context of the school well enough.

There are regular, suitable opportunities for staff to discuss their well-being, performance and progress with leaders. All staff have objectives that broadly address the school's priorities. However, overall, performance management targets are not precise enough, do not enable the school to accurately assess progress and do not link well enough to focusing on raising standards and improving teaching.

Leaders have established valuable links with other schools in the organisation, which allow for effective sharing of best practice during regular online meetings. Staff are beginning to make useful links with other schools to learn about good practice and

bring new ideas into their teaching. However, the opportunities for staff to share teaching ideas and practice are underdeveloped.

The wider organisation provides online training in relevant areas such as safeguarding, fire awareness and the Prevent duty. In a few areas, however, these units are not sufficiently relevant to education and do not represent a good use of staff time. In addition, aspects of the training do not adequately reflect Welsh Government guidance. On the whole, leaders do not have a sufficiently strategic approach to planning or evaluating professional learning. In particular, they do not focus closely enough on specific aspects that need improvement such as the aspects of teaching that need improving.

The school meets all of the Independent School Standards (Wales) 2003 regulations.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carers and pupil questionnaires and consider the views of teachers and support staff through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors/proprietor(s), leaders and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit lessons and undertake a variety of learning walks to observe pupils learning
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school had taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body (where appropriate), information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website ([Estyn Website](#))

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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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