

Inspection of Catch22 Include London

191 Freston Road, London W10 6TH

Inspection dates: 11 to 13 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils join this school after having had significant and prolonged disruption to their education. The school is a welcoming and positive place for pupils and helps them to engage with learning, make friends and learn how to manage their behaviour.

The school has high expectations for pupils to do their best in lessons and to behave well. Pupils respond to these expectations and feel well supported by the staff. The school is a calm and settled place to learn. Sometimes pupils need help to manage their emotions. This is done in a sensitive and respectful way. Staff understand pupils' needs very well. They are also skilled in helping pupils to resolve issues and get back on with their lessons. The ethos at the school helps pupils form positive relationships with the staff they work with and to develop essential social and emotional skills.

Bullying is rare, and unkind behaviour is never tolerated. Pupils learn strategies to resolve issues with other people so they are well prepared for the next stage of their life. Pupils are safe at the school.

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

The proprietor has taken organised action to secure and strengthen the leadership of this school. Governance has been revised to support leaders and to hold them to account effectively. Leaders and the proprietor fully understand the requirements of the independent school standards and ensure full compliance.

The curriculum in place is ambitious and meets the needs of all pupils. Teachers and key workers adapt the curriculum to pupils' individual needs so it is focused on the most important learning for each. However, the curriculum is new. It does not identify as closely as it might the most important knowledge that pupils should learn across all subjects. Pupils are assessed when they join the school so that any gaps in their learning are identified. Checks on pupils' progress through the curriculum continue as they move through the school. The curriculum is making a positive impact on pupils' academic progress, well-being and their social and emotional development.

Reading is a priority. The school carefully checks pupils' reading skills when they join the school. The school uses this information to provide suitable support for those who need to learn to read. Pupils continue to learn phonics if they need to. The school ensures that there is interesting and appropriate reading material, which includes digital texts and e-readers.

The school is a safe and secure environment which is maintained to a high standard. The proprietor makes sure there are regular checks on the premises and takes quick action if anything needs fixing or improving. Leaders have made sure that all compliance information and the checks required to operate as an independent school are in place. This includes, for example, suitable health and safety policies

and risk assessments, first-aid arrangements and the school's commitment to equal opportunities and access. The school meets the requirements of schedule 10 of the Equality Act 2010.

Pupils behave well at the school. Staff are expert in noticing when a pupil might be starting to require extra support and put this in place sensitively and without fuss. As a result, any situation is calmed as quickly as possible. Pupils learn how to handle difficult situations for themselves. The emphasis the school places on pastoral and emotional support is a strength.

Staff enjoy working at the school and with the pupils. They carry out their roles in a highly positive and professional way. They feel supported by leaders.

The positive ethos that the school has created has been successful in encouraging most pupils to attend school regularly. A small number of pupils do not come to school often enough to make progress through the curriculum and to benefit from the school's wider offer. The school does not find sufficiently tailored solutions for these vulnerable pupils.

The school provides a wide-ranging programme to enhance pupils' personal and social development. Pupils have opportunities to take advantage of the many cultural places of interest within easy reach of the school such as Tate Modern, theatres in the 'West End', a local city farm and a theme park. The personal, social and health education (PSHE) curriculum teaches pupils important knowledge, including the way different people live their lives and about safe and healthy relationships. Pupils learn about tolerance and respect for others and about digital safety.

Pupils learn about the world of work and about possible future careers. They have access to independent advice and guidance, and the school supports pupils to visit colleges and to explore jobs and apprenticeships. Pupils learn how to prepare job applications, interview skills and the expectations of the workplace. Pupils are well prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The curriculum does not consistently identify the specific knowledge and skills pupils should learn and remember before they move on to new content. This means pupils' learning in some areas is not as deep as it could be. Leaders should ensure that the curriculum sets out the most important knowledge so that teachers know specifically what to teach and when.
- The school does not find sufficiently tailored solutions to support the attendance

of some vulnerable pupils. A few pupils do not attend school often enough. The school needs to ensure its actions to help pupils attend school regularly are effective so they can make the best use of their education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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	10342075
Type of school	Other independent special school
School category	Independent day school
Age range of pupils	13 to 17
Gender of pupils	Mixed
Number of pupils on the school roll	18
Number of part-time pupils	0
Proprietor	Catch 22 Charity Ltd
Chair	Terry Duddy
Headteacher	Georgina Gallagher
Annual fees (day pupils)	£31,600 to £105,000
Telephone number	020 3582 9351
Website	www.include-london.org.uk/
Email address	Education@Catch-22.org.uk
Date of previous inspection	25 to 27 April 2023

Information about this school

- There have been changes in leadership since the last inspection. The current headteacher is an interim appointment, being supported by executive leaders from Catch 22 Charity Ltd.
- The school currently operates on two sites. The main site is at 191 Freston Road, London, W10 6TH. The additional site is at The Phoenix Centre, Dormer Wells Lane, London, UB1 3JB. The school is currently consulting on closing the additional site.
- The school provides education for pupils with special educational needs and/or disabilities. Most pupils have an education, health and care plan which names social, emotional and mental health needs as their primary need.
- Since the previous standard inspection, the school had a progress monitoring inspection in October 2023.
- The school uses one unregistered 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the interim headteacher. They also met with the director for education and an executive headteacher from Catch 22 Charity Ltd.
- Inspectors also met with other senior leaders from the school and company.
- Inspectors carried out deep dives in these subjects: English, science, art and PSHE. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive

culture around safeguarding that puts pupils' interests first.

- Inspectors did not make a judgement regarding the sixth form as this could identify the very small number of pupils in Year 12.

Inspection team

Gary Pocock, lead inspector

Ofsted Inspector

Jayne Jardine

Ofsted Inspector

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