



EDUCATION

ANNUAL REVIEW
2019/2020

catch Multi
22 Academies
Trust



INTRODUCTION



want to acknowledge and celebrate the ethos, resilience and continuing high expectations of every colleague in our schools and the leadership of every Headteacher, the Executive Principals and the wider Education SLT during the Covid-19 challenge.

Our schools have remained open for our pupils throughout this extraordinary time and the new provision arrangements put in place have maintained rigour and proactivity in our safeguarding, enhanced bespoke support for children, young people and families and ensured continuity of a personalised learning offer for all pupils.

The focus and actions of all leaders on our strategic priorities to further strengthen the quality of education has continued at pace. The positive impact on pupil outcomes and overall achievement is evident in

the improving trends across our performance and impact data. Each of our schools have made demonstrable progress on their school improvement journey...making all that has been achieved during this disruptive period all the more remarkable.

Every day everyone in our schools is a role model for our pupils. Because of their ethos and professionalism, specialist skills and knowledge, unique talents and creative practice they support our pupils to be safe and feel safe, stay healthy, enjoy learning and achieve well and to make a positive contribution to a better society.

To everyone in our schools every day...thank you for being amazing role models.

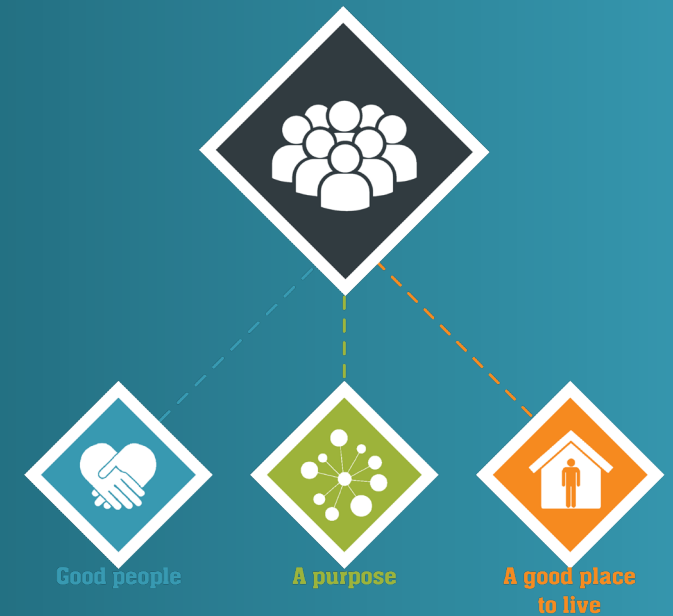
Jane Reed, Catch22 Education CEO

**Last year,
712 pupils
were
enrolled at
our schools**

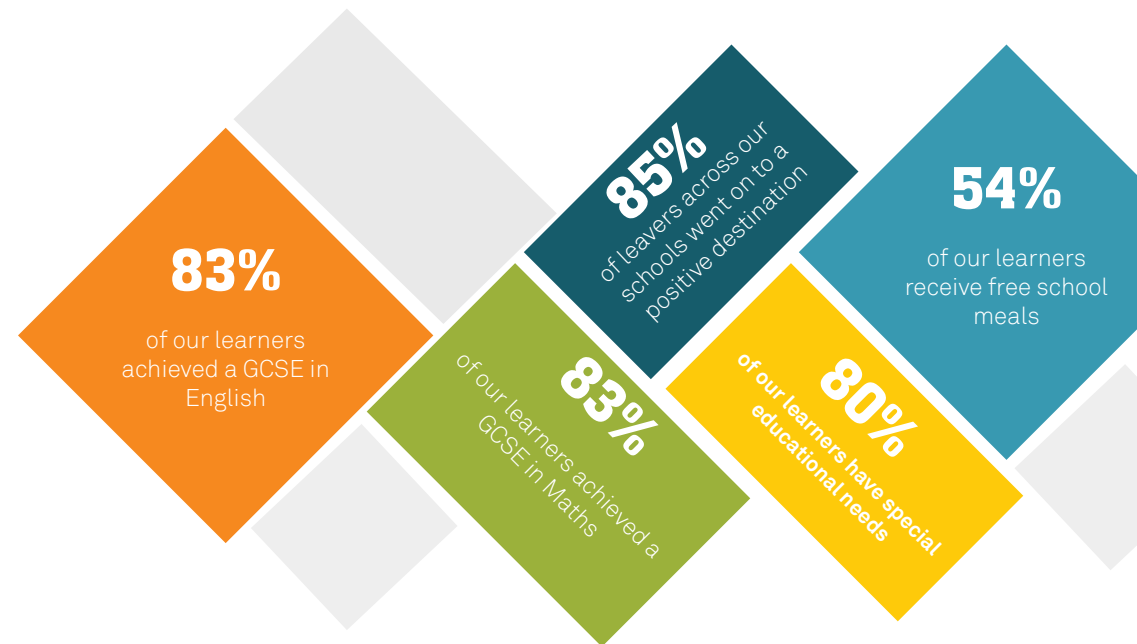
CATCH22

For over 200 years Catch22 has designed and delivered services that build resilience and aspiration in people and communities.

Our approach is based on the 3Ps. We believe people can thrive when they have:



KEY STATS



ABOUT CATCH22 EDUCATION

We provide young people aged 4 to 18 with alternative and special education in order for them to progress and succeed in sustained education or employment.

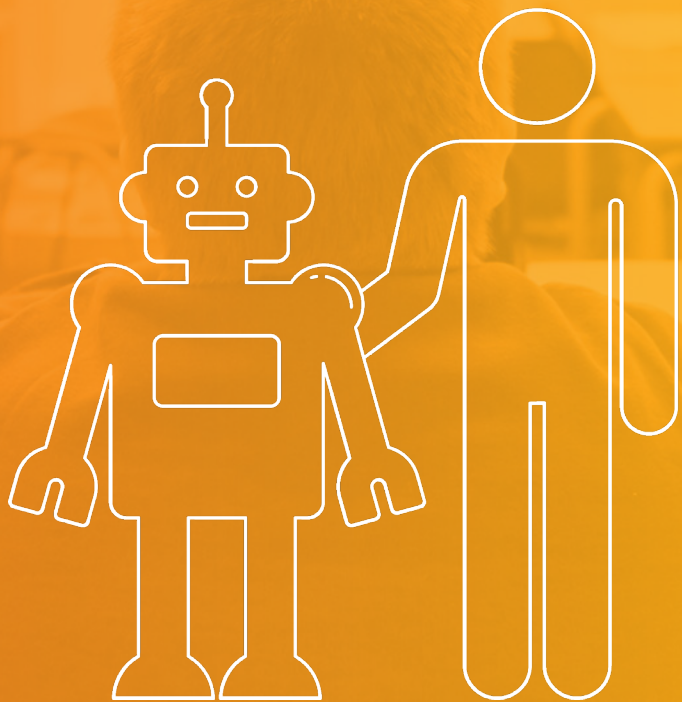
The number of schools has increased in size rapidly over the last three years and is now comprised of 7 Academies and 5 Independent Schools.

MULTI ACADEMIES TRUST SCHOOLS

The Catch22 Multi Academies Trust is the vehicle for Catch22's sponsorship of academies which focus on learners who can benefit from small, supportive alternative and special education provision.

INCLUDE INDEPENDENT SCHOOLS

Catch22 Include provides full-time alternative and special education to primary and secondary young people aged 5 to 16-years-old in England and Wales with an emphasis on transition and re-engagement back into mainstream education or employment.



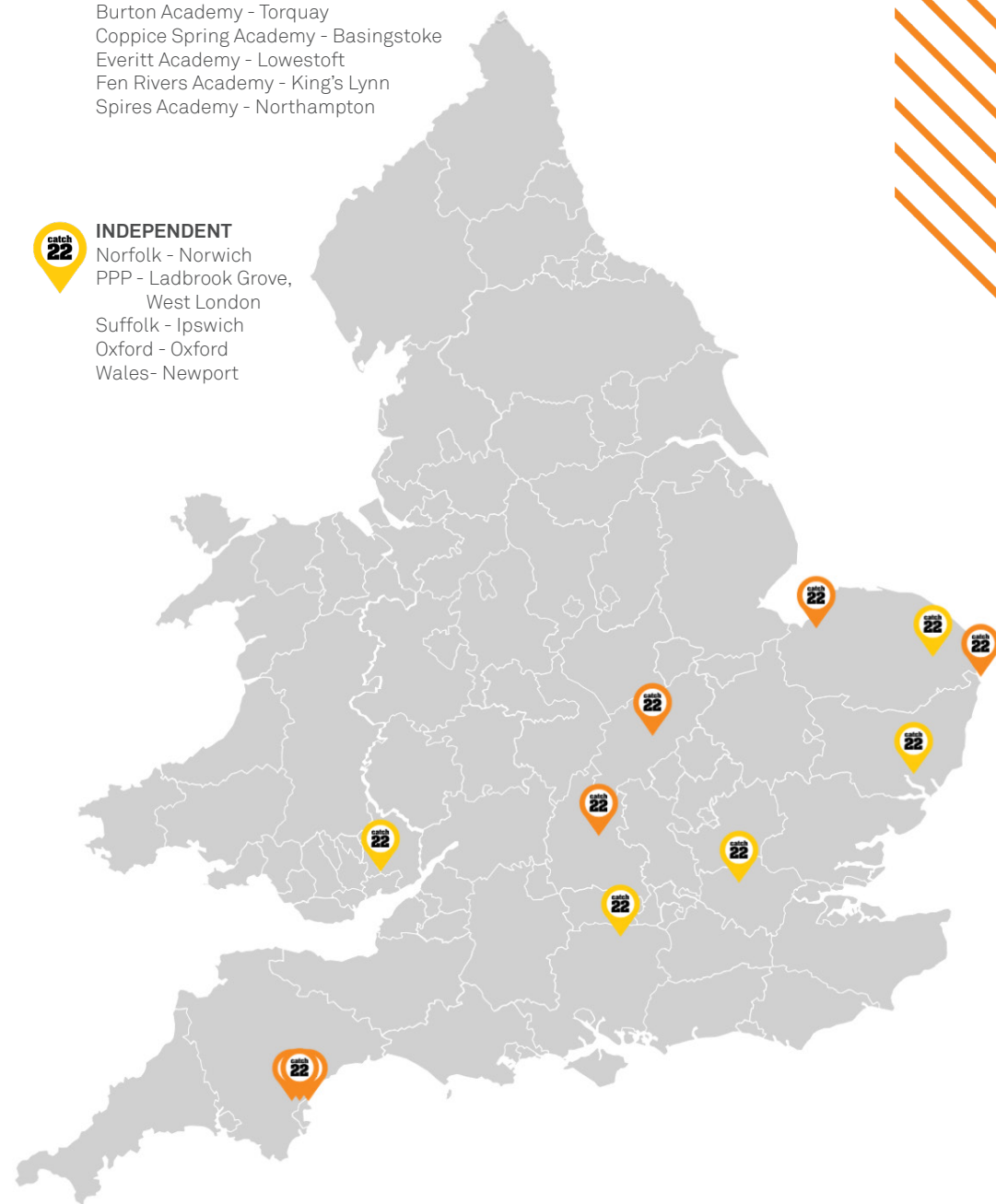
MULTI ACADEMY TRUST

Ashwood Academy - Basingstoke
Austen Academy - Basingstoke
Brunel Academy - Paignton
Burton Academy - Torquay
Coppice Spring Academy - Basingstoke
Everitt Academy - Lowestoft
Fen Rivers Academy - King's Lynn
Spires Academy - Northampton



INDEPENDENT

Norfolk - Norwich
PPP - Ladbrook Grove,
West London
Suffolk - Ipswich
Oxford - Oxford
Wales- Newport



OUR EDUCATION MISSION IS:

To enable young people to progress and succeed in sustained education, training or employment. We do this through engaging young people positively with their purpose through learning and future life aspirations. All our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

OUR EDUCATION CONTENT IS FOCUSED ON SIX CORE PRINCIPLES:

1. Brilliant basics, magic moments.

- Supporting pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.
- Providing a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development.

2. Relationships beat structures

- Treating pupils as individuals and helping them to build bright futures in both their personal and professional lives.

3. Things about you, built with you, are for you

- Understanding pupils' unique needs and helping them overcome their barriers to learning
- Engaging young people with a broad and rich curriculum so they can realise their ambitions
- Making our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.

4. Unleash Greatness

- Having high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world.
- Instilling belief in pupils so they can progress and succeed in education, training and employment

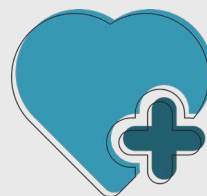
5. Let robots be robots and humans be human

- Ensuring pupils have a rounded understanding of themselves and the world around them.
- Harnessing curiosity and nurturing a love of learning.
- Supporting and protecting our pupils to be safe and feel safe online and offline.

6. Incubate, accelerate, amplify.

- Embracing the values of 'Rights Respecting Schools'
- Helping pupils thrive as individuals both as members of their school and the wider community.

All staff are expected to demonstrate the Catch22 values:



WE'RE COMPASSIONATE:

Child-centric - supportive and non-judgemental of young people and each other.



WE EMPOWER OTHERS:

High professional standards - rigorous and challenging both of ourselves and others.



WE'RE COLLABORATIVE:

through sharing best practice between our schools, across the wider Catch22 services and externally through strategic partnerships.



WE'RE CURIOUS:

Openness to change and innovation and willing to learn – from others and from mistakes. Research and evidence-based in approach.

INCLUDE SCHOOLS



Part of the
Catch22 Group

Include Suffolk

"This school is a miracle school. Almost instantly things were so much better." *[Parent School Survey]*

Nearly **90%** of parents/
carers believed their child was
well looked after at the school and
that the staff at the school support
their child.

Our Primary school is based
in Suffolk across three sites in
Lowestoft, Bury-St Edmunds and
Ipswich. The school caters for 74
learners aged 5-13. 92% of learners
have special educational needs. The
pupils who attend our school often
present with behavioural needs
associated with anxiety, low self-
esteem and confidence, as well as
learning difficulties and disabilities
including ASD, Aspergers, ADHD,
disability or attachment disorders.

The school follows the National
Curriculum alongside nurture
sessions and personalised
academic interventions. Our offer
and approach is designed so that
all pupils thrive and achieve their
social, emotional and academic
goals. social and emotional.

Our mission is to enable pupils to
return to a stable mainstream or
specialist placement – so we work
with pupils, parents/carers and the
Local Authority to source the best
long term, permanent education
setting for them.



Include PPP West London

“This is a good school. The newly appointed headteacher, together with governors and managers, provides effective leadership. Their relentless focus is for pupils to receive a good education and gain the chance to make a positive contribution to the community.”

[Ofsted Impact statement]

93% of learners achieved 3 or more qualifications

46% of learners achieved levels 4-9 in their GCSEs

Include PPP provides full-time, alternative, secondary education for young people, aged between 13 and 17 in West London, who present with additional to complex needs.

We provide education, mentoring, counselling, family support, accredited learning and work-related learning to some of the most vulnerable young people. Education is delivered through individualised packages that meet very specific needs. Learners may have complex needs including social, emotional and mental health needs (SEMH) and autism spectrum disorder (ASD). We also support learners who have just arrived in the country and who are hard to place.

We take a young person-centred, holistic approach to education, moving away from mainstream

methods with which learners have had difficulties in the past. Learners can follow an intensive GCSE pathway or a project GCSE pathway. Groups of 15 learners are led by a key worker (group and family worker) with input from a teacher and mentor. The focus is on unblocking the various barriers to learning with which each young person struggles, releasing their potential.

Learners have the opportunity to undertake Gateway diplomas and awards and we are also looking at extending our curriculum to include short courses in sociology and psychology. Our learners also have access to fortnightly sessions with a Connexions personal adviser to focus on the next steps to college or employment.

Include Norfolk

91% of parents/carers felt they received valuable information from the school about their child's progress

77% of learners achieve both an English

and Maths GCSE

Catch22 include Norfolk is an Ofsted registered independent school. It provides full-time, alternative, secondary education for young people who have been excluded from their previous school or pupil referral unit, or who need additional support to what is offered by a mainstream setting. We have 117 places for Key Stage 3 and 4 learners, across sites in Norwich, Great Yarmouth and Kings Lynn and currently have 101 students.

Young people referred to the school are evaluated and assessed. From this, programmes are created that are personalised to each individual.

We use a student-centric methodology, with staff providing a nurturing environment to work with students, families and parents/carers to support and address barriers to learning.

Catch22 include Norfolk students learn in a variety of settings. Learners are also given guidance regarding online child safety and exploitation.





Include Oxford

“It’s wonderful to see how our students are able to transform their lives and go on to very successful futures.”


[Tutor, Include Oxford]

89% of learners achieved a GCSE in both English and Maths

Catch22 Include Oxfordshire offers flexible transition programmes, bespoke packages, re-engagement programmes and full-time Key Stage 3 and 4 education. Our aim is to tackle the social, behavioural or emotional barriers that may be preventing young people from achieving their potential.

Support can take place at home, in the community or at the Include school. The school provides a safe and nurturing environment, taking a maximum of sixteen students and with a high staff to student ratio. This enables staff to develop positive and productive relationships with students as well as their families and other supporting agencies.

We offer various outdoor areas to learn and socialise. We also make good use of the local sports facilities where all students have use of a gym and personal trainer and enjoy local trips out with staff, as enrichment linked to education goals. Indoors, there are classrooms filled with happy, enthusiastic learners surrounded by working walls full of colourful displays of our students’ creative art and writing.



Include Wales

“Across the school, the strong working relationships between staff and pupils have a positive impact on improving pupils’ confidence and behaviour...they show interest in their work and participate enthusiastically.”

[Estyn Inspection Report]

80% of our pupils have Special Educational Needs

Catch22 Newport Primary School is a registered Independent School. We provide full-time, alternative education for young people, most of whom have social, emotional, and/or mental health needs.

We are registered with the Welsh Government for 18 places at Key Stage 1 and 2. Pupils attend our school for assessment, social nurture and academic intervention, before being supported back into appropriate mainstream or specialist schooling.

Pupils present with multiple barriers to learning, and generally this manifests as pupils who display a lack of self-esteem and/or confidence within a school setting.

Our mission is to enable each pupil to leave school with renewed confidence in their ability, and for this stepping stone to provide a springboard that re-invigorates their school life.

MULTI ACADEMY TRUST SCHOOLS

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22 Academies
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The Ashwood Academy

“Pupils enjoy school life and some speak highly of the strides they make in managing their own behaviour allowing them to learn increasingly well. Behaviour between pupils is positive as adults’ expectations are high and fully understood.”

[Ofsted impact statement]

92% of students achieved a GCSE in English and Maths

An Ofsted rated ‘good’ school, The Ashwood Academy is a small, supportive alternative education centre for learners aged 11 to 16-years-old. The national curriculum is delivered within a flexible and nurturing environment that recognises individual needs. It provides short-term placements for young people in the Basingstoke area who need additional behavioural, emotional or medical support.

A strong wrap-around approach at the Academy enables learners to build their confidence, overcome barriers to learning and progress to a positive next step.

The Burton Academy

The headteacher and staff share a commitment to provide pupils with an opportunity to be successful. Most pupils arrive at the school with negative experiences of education. Many pupils have complex needs. As a result, they exhibit challenging behaviour. Staff take time to get to know each pupil. Building strong relationships with pupils and gaining their trust are paramount.”

[Ofsted impact statement]

100% of our learners achieved an English and Maths qualification

The Burton Academy supports the social, emotional, academic and vocational development of young people who are impacted by a range of traumatic life experiences. We use the advantages of a smaller setting and a high staff to student ratio to ensure that every student has a good place to learn, good people to learn from and a strong sense of purpose which reflects their own skills, needs and interests.

The Burton Academy offers every learner an ambitious curriculum, within which they will access a personalised pathway designed to help them become independent and resilient learners. Our classroom teachers use their strong subject and pedagogical knowledge to design and deliver lessons which

stretch and challenge all learners, leading to our students making consistently good progress and gaining the qualifications necessary to move onto their next stage of education, employment or training.

Students come to us with a myriad of challenges that include failure to succeed in mainstream education: crime, drugs, lack of family support and the pressures of materialism, the media and 24-hour social networking. We work with our learners and give them the tools to become active, responsible and employable citizens who:

- understand healthy relationships
- can recognise risks to their wellbeing
- use technology appropriately
- celebrate diversity
- tolerate difference
- promote equality for all

The Brunel Academy

“The headteacher and staff share a commitment to provide pupils with an opportunity to be successful. Most pupils arrive at the school with negative experiences of education. Many pupils have complex needs. As a result, they exhibit challenging behaviour. Staff take time to get to know each pupil. Building strong relationships with pupils and gaining their trust are paramount.”

77% of learners achieve both an English and Maths GCSE

The Brunel Academy is a specialist provision for learners aged 11 to 16-years-old whose needs cannot be met within a mainstream environment. All students have an Education, Health and Care Plan (EHCP) in relation to their Social, Emotional and Mental Health (SEMH) needs.

A strong wrap-around approach at the Academy enables learners to build their confidence, overcome barriers to learning and progress to a positive next step in their lives.

Our high-quality, professional staff brings out the best in all learners through a personalised approach, enabling them to achieve beyond their expectations. Time with us can significantly improve a young person's chances in life due to our mixture of high-quality teaching and nurturing.

We believe that all learners have the ability to succeed and make the most of the next stages of their lives. The Academy promotes key life skills so that they have the confidence and tools to go on whatever journey they wish.

The Coppice Springs Academy

“A positive visit. Structured conversations focussed on how the school has been affected by Covid, leadership decisions and rationale, re-integration process, effectiveness of wider agencies, curriculum offer and adaptations to ensure catch-up and use of catch-up funding and safeguarding” [Ofsted impact statement]

50% of learners achieve over 5 qualifications

Situated on the southern side of Basingstoke, The Coppice Spring Academy provides placements for students from across Hampshire and West Berkshire. We aim to meet the needs of secondary aged (11-16) boys and girls who have difficulty managing social interactions, positive relationships and recognising and regulating their emotions. Many of our students have a diagnosis (or identified traits) of an Autistic Spectrum Condition (ASC). As a result, the school has developed a greater specialism to meet this specific need

As an educational establishment, our purpose is to secure best possible academic outcomes, we do this by recognising and supporting our students' priority needs to access the curriculum including communication, social skills, mental health and emotional development.

The Everitt Academy

"We believe that all learners have the ability to succeed and make the most of the next stages of their lives."

[Alison Whitefield, Headteacher]

75% of learners achieved GCSEs in English and Maths

The Everitt Academy is a Special Education school which offers full time education and therapeutic support to 50 vulnerable children in the Waveney district, aged 9 to 16-years-old with social, emotional and mental health needs that cannot be adequately supported in mainstream schools.

The school has been developed specifically to meet the needs of the young people it serves. A strong wrap-around approach at the Academy enables learners to build their confidence, overcome barriers to learning and progress to a positive next step in their lives.

Our high quality, professional staff bring out the best in all learners through a personalised approach, enabling them to achieve our high expectations. Learning and achievement at The

Everitt Academy can significantly improve a young person's chances in life due to our mixt of high-quality teaching, consistency of boundaries and a nurturing philosophy.

We believe that all learners have the ability to succeed and make the most of the next stages of their lives. We promote key life skills so that they have the confidence and tools to reach their full potential as learners and citizens.

The Fen Rivers Academy

"What a team. Privileged to work with the best people with the biggest hearts. The right people for our children."

[Amanda Fewkes, Headteacher]

100% of leavers went onto positive destinations

The Fen Rivers Academy is a special school that, when a fully occupied 'through-school', will offer full time education and therapeutic support to 96 children aged 5 to 16 years old. Pupils will be referred to the school by the local authority as part of their duties to arrange SEN provision.

Phase one of the Academy is now open and offers primary places – and we hope to extend access to the secondary offer in the Autumn Term of 2021.



The Spires Academy

“We believe all children and young people have the capacity to learn regardless of their life situation. It is our role to unlock that learning potential.”

100% of parents surveyed agree their child is taught well at this school

The Spires Academy is an alternative education provision for learners aged 4 to 13-years-old and whose needs cannot be met within a mainstream environment. In particular, the Academy provides placements for young people in the Northamptonshire area who exhibit social, emotional and behavioural concerns.

The Spires Academy has recently moved into our new school building in the heart of Northampton Town. A strong wrap-around approach at the Academy enables learners to build their confidence, overcome barriers to learning and progress to a positive next step in their lives.

Our high quality, professional staff bring out the best in all learners through a personalised approach, enabling them to achieve beyond their expectations. Time with us can significantly improve a young person's

chances in life due to our mixture of high-quality teaching, consistency of boundaries and a nurturing philosophy.

We believe that all learners have the ability to succeed and make the most of the next stages of their lives. We promote key life skills so that they have the confidence and tools to reach their full potential as learners and citizens.

The Austen Academy

Planned to open the 19th April 2021, The Austen Academy is a Special Educational Needs (SEN) school for learners from Year 1 to Year 11 whose needs cannot be met within a mainstream environment. All students will have an Education, Health and Care Plan (EHCP) in relation to their Social, Communication Needs (SCN) associated with a diagnosis of Autism.

Housed in a purpose built two-storey building with specialist classrooms and extensive external grounds, the Academy will offer 125 full time pupils personalised academic and therapeutic programmes to help them progress in life.

Our high-quality, professionally qualified staff team will bring out the best in all learners through a personalised approach, enabling them to achieve beyond their expectations. Time with us will significantly improve a young person's chances in life due to our mixture of high-quality teaching and nurturing. Children and young people will build the confidence and the emotional resilience they need to manage their everyday lives and develop the language and communication skills necessary to engage positively in the community and eventually to live an independent life through employment and further education.



Achievements 2019/20

Our strategic priorities for 2019/20 were set in conjunction with the Regional Schools Commissioner as part of our Annual Review Process. There has been significant process against each priority.

Priority 1: To continue the urgent work to address the weaknesses identified by the two inadequate judgements at Everitt and Fen Rivers Academies

Successes include:

- Strengthening in the quality of leadership and management within the schools and at Trust level has made a significant, positive impact on the pace of improvement against the School Improvement Plans.
- Suffolk Local Authority has agreed to the Education CEOs proposal for a joint Improvement Board approach from Sept 2020 for the Everitt School. The LA has fed back that their confidence has increased in the Trust's ability to be able to turn the provision around and to seek swift improvements.
- Norfolk LA is already involved in a joint Improvement Board for the Fen Rivers School. Feedback has expressed their confidence in the Trust leadership and the Headteacher and the progress made at the school and the capacity to improve.

Priority 2: To support the uninspected academies to address vulnerabilities ahead of likely inspections this academic year.

Successes include:

- Ofsted inspections at both academies took place in February 2020.
- Post Ofsted Reviews and priority areas for development incorporated into School Improvement plans and include both School and Trust activity.
- Leadership and Management evaluated as 'Good/Grade2' in all Academies and positive references during the inspection to the evidence and impact of new Trust structure and systems put in place since Sept 2019

Priority 3: To continue to implement a robust quality assurance and monitoring framework for the academies and independent schools, including the necessary support and challenge for Head teachers, and accurate monitoring of the quality of education.

Successes include:

- Schedule of Education Leadership Quality Assurance visits established and standard format for Education Leadership Visit Reports introduced.
- Monitoring and evaluation through collaborative School Reviews led by Executive Principals in conjunction with Education Leaders (termly). In addition to informal drop-in visits and presence in schools.

Priority 4: To implement plans for strengthening governance, including a firm grasp of strategic priorities, an accurate view of performance, and robust challenge of the executive team when necessary

Successes include:

- Trustee role profile, induction and mandatory training programme in place.
- Trustee Annual skills audit completed and reviewed in conjunction with National Governance Association
- Successful recruitment of additional high-calibre Trustees

Priority 5: To continue to work on the Austen Academy free school project to ensure that it is rated good or better and is financially viable when it opens.

Successes include:

- Project management approach developed to ensure DFE sign-off of the Funding Agreement achieved and the Academy is ready to open by the target date.

Covid-secure schools

Our approach and communications have emphasised consistently 'if we can do so safely then we will' and our planning principles have remained constant throughout:

- Staff must be confident that they are safe.
- School leaders must be confident in the arrangements they put in place adhere to the government guidance.
- Parents and pupils must be confident enough in our arrangements so pupils attend.

Our School's Health & Safety Risk Assessments and the continual review of these in line with DfE updated guidance have enabled Headteachers to plan and review local arrangements, decision-making and communications with stakeholders consistent with our planning principles.

Our schools have developed comprehensive remote learning systems and resources to ensure continuity of learning where individual students or groups of students are required to isolate at home or unable to access their on-site offer. This is delivered together with robust systems and processes to ensure pupil welfare and safeguarding is proactively monitored.

Key priorities for 2020/21

- To consolidate the improvements made at Everitt and Fen Rivers so that the weaknesses identified in inadequate judgements are addressed, standards are improving at pace to at least good and that any Ofsted monitoring evidences the necessary action is being taken.
- To continue to prioritise support for our uninspected academy and our independent school and academies requiring improvement.
- To embed the new governance arrangements and updated scheme of delegation ensuring a firm grasp on strategic priorities, an accurate view of performance and robust challenge of the executive team and Headteachers when necessary.
- Continue to work on the Austen Academy free school project to ensure that it is rated good or better and is financially viable.

#theCatch22Educationway

We build career ladders that help to 'grow our own'.

We prioritise building a 'one trust' culture for staff.

Our schools are the best places to be a teacher or school leader.

In all our schools we know that all children have rights and also the right to know their rights. These rights are stated in the United Nations Convention on the Rights of the Child. It states what every child should have or be able to do.

All our staff know about and promote the Rights of the Child.

Our staff are deeply involved in their own professional development.

We use high quality CPD to encourage, challenge and support teachers' and leaders' improvement

All our staff understand pupil attendance is a safeguarding matter and prioritise this high expectation.

Our schools work relentlessly to ensure every pupil attends school; all staff create the conditions to overcome every barrier, support individual needs and increase motivation to attend - so that high attendance is inevitable.

We recognise and celebrate all attendance and excellent attendance is given a high profile in all dimensions of school life and stakeholders.

When our pupils attend every day we know that they are safe and engaging in their education. With us they will progress and achieve.

The level of attendance in our schools meets and exceeds national expectations (97+%) or is improving rapidly towards this.



**catch
22**

www.catch22.org.uk

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