

A report on

Catch22 Include Wales

**12 Devon Place
Newport
Monmouthshire
NP20 4NN**

Date of inspection: February 2026

by

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

About Catch22 Include Wales

Name of provider	Catch22 Include Wales
Proprietor status	Catch22 Charity Limited
Language of the provider	English
Type of school	Independent
Residential provision?	No
Number of pupils on roll	35
Pupils of statutory school age	35
Date of previous Estyn inspection (if applicable)	{PreviousInspectionDate}
Start date of inspection	23/02/2026

School context

Catch22 Include Wales is an independent day school for pupils with social, emotional and behavioural difficulties. It is located over two sites, once in the city of Newport and the other in Ebbw Vale.

The schools 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 52 pupils aged four to fourteen years. There are currently 35 pupils at the school, all of whom have either an individual development plan (IDP) or an education, health and care plan (EHCP). A few pupils are looked after by their local authority.

The headteacher is supported by a deputy headteacher and two assistant headteachers.

Previous 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

Summary

Catch22 Include Wales provides a safe and nurturing environment for pupils. Nearly all staff know pupils' emotional needs extremely well. As a result, they develop positive and respectful relationships that help pupils to feel secure and ready to learn.

Nearly all pupils are welcoming to visitors and are keen to share their work and talk about their learning.

The school offers a broad and balanced curriculum shaped by the principles of '*Place, Purpose and People*'. Themed approaches provide a coherent cross-curricular framework. In addition, a wide programme of enrichment activities extends learning beyond the classroom.

The school has a structured programme of cultural and community-focused experiences, including activities linked to Chinese New Year, Shrove Tuesday, Ramadan, Children's Mental Health Week and Safer Internet Day. These experiences support pupils' social and cultural development and help them to develop respect for different beliefs, traditions and perspectives.

The quality of teaching is inconsistent. Where teaching is effective, strong relationships and clear routines create a calm and purposeful learning environment. Teachers plan structured and engaging activities that support pupils' learning needs and develop knowledge and skills appropriately. The consistent use of rewards and purposeful praise reinforces positive attitudes to learning.

Where teaching is less effective, teachers do not use assessment information consistently to inform planning. In a few key areas, teachers' subject knowledge is limited. As a result, opportunities to consolidate and extend learning are missed and pupils are not consistently challenged in line with their abilities.

The use of support staff to meet pupils' learning needs is underdeveloped, and expectations for their role in lessons are not consistently focused sharply enough on learning.

The formal teaching day is relatively short, limiting sustained opportunities for pupils to learn and make progress.

Nearly all pupils develop their spiritual, moral, social and cultural awareness appropriately. They consider democratic values and discuss relevant issues. For example, artificial intelligence, knife crime and personal safety. This helps them to understand the impact of unlawful behaviour on individuals and communities.

The school has made an appropriate start in promoting pupils' understanding of the United Nations Convention on the Rights of the Child (UNCRC). Leaders promote pupil voice suitably through the school council. However, this work is at an early stage and is not yet reflected consistently in classroom practice.

Nearly all pupils have experienced poor attendance and limited engagement in previous educational settings. The school prioritises helping pupils to feel safe and ready to learn, and this has a positive impact on their well-being and engagement. However, this strong pastoral support is not matched by consistently high learning expectations.

Leaders demonstrate commitment to improvement and have strengthened self-evaluation processes. Leaders provide valuable professional learning opportunities for staff. However, planning and evaluating this work is not sufficiently strategic. In addition, progress in addressing the recommendations from the previous inspection has been limited.

At both organisational and school level, leaders do not evaluate and review the school's policies and documentation robustly to ensure that they align with the school's Welsh context and Welsh legislation and guidance.

The school does not meet the Independent School Standards (Wales) Regulations 2024.

Main evaluation

Catch22 Include Wales provides a safe and nurturing environment for pupils. Nearly all staff know their pupils and their emotional needs extremely well and develop positive and respectful relationships. Pupils are welcoming to visitors and are keen to share their work and learning.

Curriculum

The school offers a broad and balanced curriculum shaped through the principles of *'Place, Purpose and People'*. Themed approaches, such as 'medieval magic', provide a coherent cross-curricular framework that enables pupils to apply and deepen their literacy, numeracy, digital and thinking skills in meaningful contexts.

The school provides a wide programme of enrichment activities that effectively extend learning beyond the classroom. Extra-curricular visits and practical experiences are linked appropriately to curriculum topics, enhancing pupils' engagement and contextual understanding.

A structured programme of cultural and community-focused learning experiences enhances pupils' social and cultural development. Activities linked to events such as Chinese New Year, Ramadan, children's mental health week and Safer Internet Day promote understanding of diversity, inclusion and contemporary issues. These activities help pupils to develop a clear understanding of different beliefs, traditions and perspectives, and to show respect for diversity within Wales and the wider world. However, the formal teaching day is relatively short, limiting time for sustained opportunities for pupils to learn and make progress.

Teaching and Learning

The quality of teaching across the school is inconsistent. Where teaching is effective, it is underpinned by strong relationships and clear routines. These teachers plan structured engaging learning activities which support pupils learning needs and enable the effective development of knowledge and skills. Further, the consistent use of rewards and purposeful praise creates a calm and purposeful learning environment.

Where teaching is less effective, teachers do not use assessment data consistently enough to inform planning or adapt learning to meet the pupils' individual needs. In a few areas, teachers' subject knowledge limits the depth of explanation and the accuracy of instruction. As a result, pupils do not always build securely on prior learning, and opportunities to consolidate and extend their understanding are missed. Expectations are not consistently high enough, and tasks are not routinely matched to pupils' abilities. This

limits the level of challenge, particularly for the more able pupils, and slows the pace at which a minority make progress.

The deployment of support staff is not consistently effective in meeting the learning needs of pupils. Roles and expectations are not clearly defined, and support staff are not always directed strategically during lessons. As a result, their work does not routinely focus sharply enough on accelerating pupils' progress or promoting greater independence in learning.

The school has recently introduced a more purposeful and accessible approach to marking and assessment. This includes structured self-assessment checklists that help pupils understand what they have done well and what they need to improve. Where used effectively, this approach supports pupils to reflect on their learning and take greater ownership of their progress. However, practice is not yet consistent across both school sites, limiting its overall impact.

The majority of pupils make meaningful connections across areas of learning. Many pupils articulate their feelings confidently, demonstrating developing emotional literacy. For example, in practical science linked to Chinese New Year, pupils engage enthusiastically, reading, describing and recording tastes and textures with increasing vocabulary and observational skills.

Pupils appropriately develop their spiritual, moral, social and cultural awareness and understanding of democratic values. For example, pupils consider the benefits and risks of artificial intelligence and explore important themes such as knife crime and personal safety. Pupils' also suitably develop an awareness of societal issues which helps them understand the impact of unlawful behaviour on individuals and communities.

United Nations Convention on the Rights of the Child (UNCRC)

The school has made an appropriate start in promoting pupils' understanding of the UNCRC. Leaders are beginning to embed a rights-based education across the provision. The school promotes pupil voice suitably through the school council supporting pupils' sense of belonging and readiness to learn. Each month, the school council focuses on a specific UNCRC article to raise awareness of children's rights. However, this work is at an early stage of development and is not yet consistently embedded in classroom practice or reflected clearly in the wider learning environment.

Keeping pupils safe

Nearly all pupils have experienced poor attendance and limited engagement in compulsory education, resulting in prolonged gaps in formal learning. The school appropriately prioritises helping pupils to feel safe and ready to learn. This focus has a

positive impact on pupils' well-being and engagement. However, this strong pastoral foundation is not matched by consistently high learning expectations and precise curriculum planning to maximise pupil progress.

Leaders' oversight of safeguarding arrangements, including staff training and related processes are secure.

Leading and improving

Leaders demonstrate commitment to improvement. However, progress towards implementing the recommendations left at the previous inspection in 2023 related to improving the quality of teaching, formalising professional learning to focus suitably on teaching and learning and strengthening arrangements for self-evaluation has been limited.

Since the last inspection the school has relocated its Newport site into new premises. The site includes several large teaching spaces, smaller breakout spaces, a kitchen area and outside space for pupils to play at breaktime. As a result, pupils' benefit from more appropriate learning spaces.

The headteacher and members of the senior leadership team work collaboratively with the director of education and the head of quality and impact. Leaders gather a range of useful first-hand information to identify school strengths and priorities for improvement. However, the strategic planning for improving teaching and learning remains underdeveloped.

Leaders provide valuable opportunities for staff to undertake professional learning. For example, through completion of teaching apprenticeships, undertaking training on trauma-informed practice and engaging with the cluster training for primary schools within the local authority. However, leaders do not have a sufficiently strategic or formalised approach to planning or evaluating professional learning, particularly in focussing on aspects related to improving teaching and learning.

Leaders have strengthened arrangements for self-evaluation and improvement planning. A newly appointed head of quality and impact has worked with leaders to support strategic improvement in teaching and learning. However, this work is at an early stage of development and too early to evaluate its impact

During the inspection, inspectors identified that a number of policies referred to English legislation rather than relevant Welsh Government guidance. Too many policies were corporate in nature, contained incorrect legislative references and were overly generic to the parent organisation, with insufficient attention to the specific Welsh context of the school. This indicates weaknesses in oversight and a limited understanding within the

wider organisation of its responsibilities in relation to Welsh legislation and the Independent School Standards (Wales) Regulations 2024. The school amended the relevant policies during the inspection to ensure that they now reflect the correct Welsh legislative framework.

The school does not meet with the Independent School Standards (Wales) Regulations 2024.

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 2024. 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 does not meet the regulatory requirements for this standard.

Although the school meets most of the regulatory requirements for this standard, in order to comply fully with the Independent School Standards (Wales) Regulations 2024 the proprietor should:

- Ensure the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an IDP, do not undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and take into account the principles in Part 1 of the Convention [2(1)(b)]
- Provide for pupils receiving secondary education, access to accurate, up-to date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential [2(2)(e)]
- Ensure the opportunity for all pupils to learn and make progress, including providing differentiated opportunities where appropriate, and effective preparation of pupils for the opportunities, responsibilities and experiences of adult life [2(2)(h)]
- Ensure that the teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught [2(3)(a)]
- Ensure that the teaching involves well-planned lessons, effective teaching methods, suitable activities and wise management of learning time [2(3)(c)]
- Ensure that the teaching staff demonstrate a good understanding of the aptitudes, needs and prior attainments of the pupils and ensure these are taken into account in the planning of lessons [2(3)(d)]
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught, [2(3)(e)]
- Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from those assessments to plan teaching so that pupils can progress [2(3)(g)]

The spiritual, moral, social and cultural development of pupils

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

Welfare, health and safety of pupils

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The suitability of proprietors and staff

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

Premises of and boarding accommodation at schools

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The provision of information

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

The manner in which complaints are to be handled

- On the basis of this inspection, there is no evidence that the school does not comply with this standard.

New recommendations

We have made five recommendations to help the school continue to improve:

- R1 Comply fully with the Independent School Standards (Wales) Regulations 2024
- R2 Improve teaching so that all pupils are suitably challenged to make good progress
- R3 Fully embed the United Nations Convention Rights of the Child (UNCRC) into the curriculum
- R4 Continue to embed and refine self-evaluation and quality assurance activities to ensure that leaders and staff have a clear understanding of the impact of teaching upon pupils' progress
- R5 Ensure that the school's policies include appropriate reference to Welsh Government legislation and guidance

Safeguarding

The school's arrangements for safeguarding pupils do not give any cause for concern.

What happens next

Since the school does not meet the standards required for registration, the Welsh Government will require the proprietor to submit an action plan within a specified period of time. This plan will set out the steps that the school will take to meet the standards, and the timescale within which it will complete each step. Welsh Government may then request Estyn to support the school through an improvement process.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from parent/carer 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

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (<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 (Wales) Regulations 2024. 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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