

Include School Norfolk

Address: 27 Hurricane Way, Airport Industrial Estate, Norwich, Norfolk, NR6 6HE

Unique reference number (URN): 134440

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- **Insufficient evidence:** Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Achievement

Expected standard 

Pupils develop their knowledge and skills over time, particularly in reading, writing and mathematics. Pupils' work shows that they remember increasingly more of what they learn. Pupils themselves recognise their progress. They describe how staff help them understand concepts and tasks that they previously found difficult. This helps pupils become more confident learners and increasingly willing to tackle challenging work.

Pupils generally achieve qualifications that reflect their individual programmes and future ambitions. These include GCSEs, functional skills and other accredited courses. Pupils achieve across different areas of the curriculum, including subjects and courses selected to reflect their interests and intended next steps. Pupils increasingly complete their work accurately.

Pupils' achievement extends beyond formal qualifications. Pupils develop communication, independence and practical skills that help them participate more successfully in education and prepare for adulthood.

The school maintains a clear focus on what pupils do after their time at the school. Many pupils progress into post-16 education or training. Staff continue to work with young people, who do not initially secure education, employment or training.

Attendance and behaviour

Expected standard 

The school's approach to attendance starts with an understanding of why an individual has struggled to access education prior to joining the school. The school maintains frequent contact with families and provides additional individual support to remove pupils' barriers to attending. Leaders scrutinise attendance closely and evolve their approach, when it does not bring about improvement. For many pupils, the school's work results in improved attendance. However, some pupils, despite improvement in attendance, still do not experience as much time in school as their peers. Staff maintain close oversight of pupils who learn online, including pupils' engagement with lessons.

Pupils generally behave well. Staff establish calm and respectful relationships while making their expectations clear. Consistent routines and well-judged support help pupils manage their behaviour. This supports pupils to make more of their learning experiences. Staff intervene calmly when problems occur. They work closely with pupils and their families and carers, when behaviour needs to improve. Suspensions have reduced over time. Pupils know that adults will listen to them and take their concerns seriously. Staff address bullying and other harmful behaviour when it occurs.

Curriculum and teaching

Expected standard 

Leaders have designed a broad curriculum around pupils' needs, starting points and future ambitions. Pupils study a range of subjects, including English, mathematics, and history. The school is adept at creating new curriculum opportunities as pupils' interests change and

develop. Leaders have recently further developed pupils' learning and qualification opportunities in subjects, such as science and art. Older pupils can study for a variety of qualifications, including GCSEs. Pupils can also follow vocational courses and other programmes that reflect their interests and intended destinations.

Teachers know their subjects well and explain new ideas clearly. Pupils appreciate the way that teachers teach with patience and clarity. Teachers regularly check what pupils already know and they identify gaps in pupils' knowledge left by disrupted or unsuccessful previous education. Teachers adapt activities and resources, when pupils need additional help. They provide this help without routinely doing too much for pupils. This allows pupils to develop greater confidence.

Leaders continue to refine recently developed areas of the curriculum. Pupils do not yet have equally rich opportunities across subjects to explore, discuss and apply important ideas. In lessons, teachers sometimes rely heavily on responses from pupils who readily contribute. This can make it more difficult to establish what quieter or less-confident pupils understand.

Inclusion

Expected standard 

The school diligently supports pupils, many of whom have previously struggled to engage successfully with education, to participate more confidently in learning. Leaders and staff carefully identify pupils' needs when they join the school. Staff use a range of information, including from their own assessments, to understand pupils' starting points and the barriers that affect pupils' education. They use this information to create individual support plans. These are reviewed regularly as pupils' circumstances and needs change.

Staff know pupils extremely well. They use this knowledge to adapt pupils' education and provide academic, pastoral and therapeutic support. Staff maintain the same close oversight of pupils who learn online. The school works extensively with families, the local authority and external professionals, when pupils need additional or specialist help. This includes supporting children in care and those known to social care. Leaders ensure that any use of alternative provision is well matched to pupils' needs.

Assessment helps staff identify pupils' gaps in foundational skills, such as reading. Staff then use targeted interventions to help pupils catch up. Leaders regularly check whether additional support and the use of additional funding, such as the pupil premium, are making a difference, adjusting these when needed. Leaders are continuing to develop staff expertise to deliver a wide range of interventions.

Leadership and governance

Expected standard 

The proprietor body and school leaders are committed to providing education and wellbeing support for the hardest to reach pupils. Leaders' decisions support the school's flexibility and capability to meet pupils' needs. For example, evolving the curriculum so that pupils are motivated to study towards a greater range of GCSEs. For many pupils and their families, the school provides hope and possibility at a critical time in pupils' lives.

Leaders understand the school well. They draw together information about attendance, engagement, achievement and pupils' wellbeing to identify where the school needs to improve. They review this information regularly and adjust provision, when it shows that pupils need something different. Those responsible for governance fulfil their statutory duties effectively. The proprietor maintains close oversight of the school. Detailed and comprehensive systems of checks enable leaders to monitor compliance with the independent school standards. This includes premises, health and safety and policy compliance. Regular quality assurance gives the proprietor detailed information about pupils' experiences and successes. This enables leaders to be held appropriately to account and sustain improvements over time.

Leaders invest in staff professional development. They provide staff with supervision and support for their wellbeing, recognising the demands of working with pupils who can have complex needs. Staff are positive about the way leaders consider their wellbeing and enable them to undertake their roles well.

Leaders maintain productive relationships with families, local authorities and a very large range of external agencies. They use these partnerships to coordinate education and wider support around individual pupils.

Personal development and wellbeing

Expected standard 

Leaders have shaped the personal development programme around the experiences and needs of pupils. Through lessons about personal, social and health education (PSHE) and the wider curriculum, pupils learn about relationships, mental health, citizenship and ways to keep themselves safe. Leaders ensure that PSHE lessons are adapted to meet pupils' needs, including where they need extra education. Throughout the curriculum, the school supports pupils to consider different cultures and beliefs, values such as tolerance and the law. Staff give pupils opportunities to express their views and take part in democratic processes. Weekly and end-of-school rewards support pupils to develop a sense of pride.

The school helps pupils become more confident and independent. Pupils learn practical skills, such as managing money, completing applications and travelling independently. Staff also help pupils negotiate situations that they may encounter in the wider community. These experiences support pupils to gain independence in readiness for adulthood.

Trips, themed activities and sports broaden pupils' experiences beyond lessons. The school links these opportunities to pupils' interests, which supports pupils to engage with school and feel a sense of belonging. Pupils look forward to these opportunities because staff go the extra mile to make these opportunities interesting and enjoyable. Staff also regularly check pupils' wellbeing and arrange pastoral or therapeutic help when pupils need it.

Careers education becomes increasingly individualised as pupils approach the end of Year 11. Pupils visit colleges, careers fairs and receive help with applications, interviews and transitions. Staff continue to support pupils after they leave the school. The school is developing ways of providing more opportunities for pupils to engage with and learn from different kind of workplaces. Leaders are working to make careers learning more visible within individual subjects.

What it's like to be a pupil at this school

Many pupils arrive at the school following long periods of absence from education, disrupted learning or difficulties engaging with education. Staff take time to understand what has happened, what pupils already know and what might help them succeed. As a result, pupils develop trusting relationships with adults, who know them extremely well.

Pupils experience an education tailored to their individual circumstances without losing sight of their future ambitions. They study a broad range of subjects and can work towards GCSEs, functional skills and other qualifications. Teachers help pupils catch up on missed learning. This helps pupils to feel successful and ready to take on new challenges. Pupils recognise the progress they make and value the help that staff give them. Staff recognise and celebrate pupils' achievements. Staff provide additional therapeutic and pastoral support for any pupil who needs it.

The school supports pupils to settle into their learning. Pupils enjoy working towards rewards and trips through demonstrating good behaviour and enthusiasm for learning. This supports pupils to build focus and motivation. Staff set clear expectations and build respectful relationships with pupils. Pupils know that adults will patiently listen, when something worries them. Many pupils also attend school much more regularly than they did previously. Staff persist in working with pupils and families, when attendance remains difficult.

Life at the school extends beyond academic study. Pupils take part in trips, sport and community experiences connected to their interests. They develop practical skills for adult life and learn to become more independent. As they approach year 11, staff help them explore colleges, qualification and possible careers and support them through applications and transitions. For pupils who may previously have found school difficult to access or sustain, these experiences help rebuild their confidence in education and give them a clearer sense of what they might achieve next.

Next steps

- Further embed the school's individualised approaches to attendance, so that more pupils, particularly those who attend infrequently, sustain improved attendance over time.
 - Increase pupils' opportunities to learn from and engage with different kinds of workplaces to increase pupils' understanding of the world of work.
 - Further embed recent curriculum developments so that pupils have consistent opportunities to discuss and apply important subject content.
 - Continue to develop staff expertise in delivering targeted interventions, so that pupils consistently overcome barriers and make progress from their starting points.
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About this inspection

The inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, a representative from the proprietor body and a representative from the local authority during the inspection.

The name of the proprietor is Catch22 Ltd. The chief executive of the proprietor body is Naomi Hulston.

The fees currently charged are £16,627 - £26,033.

The school's email address is norfolk.office@catch-22.org.uk

The inspectors confirmed the following information about the school:

The school uses 3 unregistered alternative providers.

The school is registered to provide education for up to 117 pupils aged 14 to 16 years. Pupils are referred by the local authority and most pupils have experienced significant disruption to their schooling.

The school caters for pupils who have experienced significant disruption to education. Some pupils have an education, health and care plan. Many pupils have social, emotional and mental health needs.

The school has 2 sites:
27 Hurricane Way, Norwich NR6 6HE
Unit 1-1 Shield Park, King's Lynn PE30 2ND

The school also provides online education to pupils experiencing significant emotional and mental health difficulties. For this aspect of the provider's educational offer, inspectors were unable to speak with pupils attending school online, or observe their lessons. To gather evidence about this aspect of the provider's educational offer, inspectors spoke with leaders and staff, and reviewed documentation and checks related to this provision. Inspectors also spoke, via phone calls, with parents of pupils attending this provision.

Headteacher: Jamie Nielsen

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided

Standards met

All standards have been met.

2. Spiritual, moral, social and cultural development of pupils

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Hannah Stoten, His Majesty's Inspector

Team inspector:

Steve Woodley, His Majesty's Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 15 September 2026

Total pupils

66

School capacity

117

Pupils with an education, health and care (EHC) plan

33

Pupils with special educational needs (SEN) support

50

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence ●

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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