

Old Catton Church of England Voluntary Controlled Primary School

Vision

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do from Matthew 7:16. Our vision fosters the values of love, hope and joy. We encourage every child to flourish within an inclusive culture that celebrates individuality. We nurture the ethos that we never leave anyone behind; everyone is important and valued and together we are stronger from Luke 15: 4-6.

Old Catton Church of England VC Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision is powerful and impacts into each area of school life. It has been carefully developed, revised and honed by leaders, governors and staff to meet the context and needs of this school. The vision has established values which are known and owned by the school community, leading to pupils and adults thriving.
- The Christian vision and values underpin provision for pupils. This includes those who have special educational needs and/or disabilities (SEND) and those deemed vulnerable or disadvantaged. Wise and thoughtful strategic decisions by leaders enable pupils to flourish.
- School leadership is characterised by the care of others. The vision creates an environment where pupils, adults and families live and work well together with dignity and respect.
- Religious education (RE) is well planned and sequenced offering pupils a varied and diverse diet of religions and worldviews. Pupils are encouraged to think deeply, to share and to express their insights and perspectives thoughtfully.
- Pupils have many opportunities in their learning and interactions to identify and explore issues of justice, fairness and responsibility. They use them to exercise roles of responsibility towards others. This enables them to fulfill the vision to be defined by what they do.

Development Points

- To enhance personal awareness, thoughtful reflection and spiritual growth across the curriculum. This is to deepen the spiritual understanding of staff and pupils.



Inspection Findings

Vision and Leadership

The vision for Old Catton Junior School guides and directs the work of leaders in this Church school. A belief that each child is unique and valued resonates with decisions made by governors and school leaders. Within the Nebula Federation, this school has developed its own set of values rooted in the parable of the lost sheep. Threaded through this is a powerful sense of belonging and commitment from pupils, staff, governors and families. The school utilises links within its federation to support pupils with SEND, including those deemed vulnerable and disadvantaged. This fosters a compassionate and inclusive community, combined with a sense of love, hope and joy. Relationships with families are nurturing and supportive. Foundation governors prioritise staff wellbeing by being accessible and regularly communicating with them. A robust and well-informed ethos committee, which includes local clergy, maintains a clear monitoring schedule. This leads to dialogue and, if necessary, change and improvement within school practice. Vision and values afternoons each half term contribute to this process, giving fruitful feedback.

Vision and Curriculum

In keeping with the school vision, the curriculum is designed to celebrate individuality. It encourages pupils to view the world from a variety of perspectives. They are encouraged to think, reflect and ask questions. This allows them to explore concepts freely. Promoting deep thinking helps pupils to express disagreement respectfully and safely across subjects. Leaders select reading material that reflect pupils' backgrounds. This enables them to connect with their reading and encourages them to both ask questions and respond thoughtfully. Pupils are developing the ability to articulate their experiences of awe and wonder. This concept is an intrinsic part of RE and personal, social, and emotional health lessons. There are limited opportunities for pupils to develop a personal awareness of things beyond the physical world in other curriculum areas. Therefore, occasions for greater spiritual development and growth are missed. Inspired by the vision, teaching is inclusive, adaptive and flexible, enabling pupils to flourish. Pupils are provided with necessary support through different opportunities and enhanced provision. This includes specific targets for learning, support with self-regulation and emotional resilience. As a result, pupils feel nurtured and thrive. Curricular learning is enriched by an extensive and accessible range of extracurricular activities including residential trips. Leaders allocate resources to help vulnerable and disadvantaged pupils fully participate in school life.

Worship and Spirituality

Rooted in Anglican tradition, worship reflects the school's vision and values. It is thoughtfully planned by the collective worship leader and supported by local clergy. The themes are chosen to reflect school values, along with the seasons of the church calendar. Daily worship offers pupils and adults an inclusive opportunity to gather, pray and worship God together. Pupils actively contribute to worship through greetings, sharing the peace, leading the singing and writing prayers. Clergy and members of the local church community also contribute through telling and acting out Bible stories. Reflection and discussion about the stories provide pupils with further skills for navigating life beyond school, even when it is challenging. For example, they are inspired by the story of Jesus overturning the temple tables to stand up for what is right. These opportunities inspire and develop spiritual growth. Families appreciate being invited to attend services at the local church for special celebrations. This strengthens the school, family and church community partnership. However, pupils have limited opportunities to feedback and shape collective worship. This reduces how deeply worship supports their spiritual growth and development.

Vision and School Culture

Reflecting the school's Christian vision, leaders seek to prevent rather than react to incidents of poor behaviour. This creates a culture where pupils, whatever their background, are comfortable as the person God made them to be. A consistent message of kindness and inclusion is mirrored in the interactions between staff and pupils.



Forgiveness and reconciliation are the cornerstone of relationship building. This extends to the connections established between school, families and the wider school community. Pastoral support for families in challenging circumstances is a visible outpouring of the school vision, ensuring no one is left behind. Accessible staff and family support workers are readily available, building engagement and resilience. Leaders treat staff with equity and dignity and give priority to their wellbeing. Staff receive regular professional development and training. This includes coaching and mentoring for new staff. The impact of this is a close-knit, supportive staff who collaborate and care for each other.

Vision, Justice and Responsibility

The school's vision based on the lost sheep underpins the high expectations for everyone within the school community. It gives pupils a strong sense of a voice, which they are empowered to use. Pupils learn about responsibility and its role in creating a fairer world through curriculum subjects. Leaders, as part of the local diocesan racial justice network, support pupils' understanding of inclusion and responsibility. As a result, pupils are willing to openly challenge prejudicial behaviour and report it to adults. They effortlessly accept and include those who are different from themselves. The school provides varied opportunities for pupils to undertake roles of responsibility. These range from prefects, school councillors to love, joy and hope ambassadors. Pupils engage in a wide range of charitable giving opportunities. Nebula Speech Day provides every interested pupil with a formal platform to articulate their thoughts and opinions on topics of personal significance. These opportunities ensure that pupils' perspectives are acknowledged and their views respected.

Religious Education

The well-planned and sequenced RE curriculum supports the school vision through promoting understanding, tolerance and acceptance of diverse beliefs. Pupils and adults feel school is a safe and respectful place to explore the bigger questions life has to offer. Through enquiry based questions, pupils gain opportunities for spiritual growth. They are encouraged to ask thoughtfully, think critically and reflect on their personal response to faith. Pupils learn an acceptance that their own views may change and are subject to influence. The curriculum reflects the diverse representation of faith and belief within school. Pupils are clear on why it is important to learn about a range of diverse religions and worldviews. They understand that different viewpoints can be held within a faith and worldview. Pupils are adept at considering questions from a philosophical viewpoint, and can give informed responses. Leaders prioritise staff professional development. Through training by a knowledgeable RE leader and diocesan links, staff develop a deeper growth in understanding and confidence. This contributes to a culture of strong religious literacy within the school. Fulfilling the vision, Old Catton shares expertise with other schools both within the federation and beyond.

Information

Address	Church Street, Old Catton, Norwich, NR6 7DS		
Date	5 February 2026	URN	121050
Type of school	Voluntary controlled	No. of pupils	188
Diocese	Norwich		
Federation	Nebula Federation		
Headteacher	Ashley Best-While-Executive Headteacher Emily Emrick-Head of school		
Chair of Governors	Sue Hill		
Inspector	Teresa Osborne		