



# OLD CATTON JUNIOR SCHOOL & WHITE WOMAN LANE JUNIOR SCHOOL

School Improvement & Development  
Plan 2022 - 2023



Nebula  
where stars are born

## *OUR 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.  
A place for all to flourish*

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**THE NEBULA PARTNERSHIP**  
**OLD CATTON AND WHITE WOMAN LANE FEDERATION**  
*School improvement and Development Plan 2020 - 2021*

**KEY ISSUES FROM PREVIOUS INSPECTIONS**

**OLD CATTON**  
**October 2017**

Leaders and those responsible for governance should:

- Raise achievement and increase pupils' confidence in mathematics, so that they achieve as well as they do in reading and writing, by providing more opportunities to use and apply their mathematical skills and understanding across the curriculum.
- Ensure that teachers consistently challenge the most able pupils in other subjects as well as they do in reading and writing

**WHITE WOMAN**  
**LANE**  
**September 2018**

Leaders and those responsible for governance should ensure that:

- Improve the standard of pupils' handwriting so that it consistently reflects the high standards and strong progress that pupils make in other aspects of their written work.
- Continue to widen pupils' vocabulary to ensure that this enhances their very strong progress in literacy.

## Old Catton and White Woman Lane Schools' Development Priorities

### **Priority 1: Leadership and Management**

**Intent:** To ensure that all our children FLOURISH  
To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors.  
To ensure that a broad and balanced curriculum is in place, clearly based upon the progression of knowledge, skills and understanding.  
To ensure that all staff have the knowledge, skills and understanding to confidently deliver lessons across the curriculum'  
To ensure staff can prioritise those aspects of the curriculum which will close any gaps in pupils' knowledge, skills and understanding.

### **Priority 2: Quality of Education**

**Intent:** To engage pupils in a rigorous, broad, ambitious and coherent curriculum.  
To improve children's substantive and disciplinary knowledge and skills in all year groups, across the curriculum.  
To strengthen the effective use of Assessment for Learning in order to teach targeted, differentiated lessons and identify any intervention required in order that children know more and remember more  
To improve standards and progress in English and mathematics in all year groups.

### **Priority 3: Personal Development**

**Intent:** To develop positive, resilient, and respectful pupils who will have the ability to form healthy relationships and make good life choices.  
To create an inclusive environment where all pupils flourish and who understand their own emotional needs.

### **Priority 4: Behaviour and Attitudes**

**Intent:** To raise the aspirations and expectations pupils have of their own learning and future.  
To ensure children and families have access to the services they require in order to ensure children's positive mental health and well-being and enable them to maximize their potential. (The Nebula Pastoral Team and SEND)  
To ensure that pupils and parents are aware of e-safety and have the knowledge necessary to make safe judgements.

### **Priority 5: (OCJS) Development of the Distinctive Characteristics of a Church School**

**Intent:** To ensure that pupils are able to talk confidently about the school's Christian vision and values and contribute to Collective Worship.  
To ensure that the Norfolk Agreed Syllabus continues to be effectively taught across the school and staff have access to CPD from the subject lead, when it is required.

## Learning and Curriculum Partnerships

**In order to facilitate and enrich our curriculum and achieve our development priorities we work with many other agencies and providers throughout the year. Those used on a regular basis include:**

- Centre for Literacy in Primary Education *Priority 1 Priority 2 Priority 3 Priority 4*
- Let's Think in English *Priority 1 Priority 2 Priority 3 Priority 4*
- Southbank Centre *Priority 1 Priority 2 Priority 3 Priority 4*
- Children's University *Priority 1 Priority 2 Priority 3 Priority 4*
- Charlie Charlie 1 *Priority 3 Priority 4*
- Norfolk SACRE *Priority 5*
- NCCSF.....provision of half-termly Nebula sporting competitions and Primary Stars English and mathematics intervention *Priority 4*
- TT Rock Stars *Priority 2*
- Spelling Shed *Priority 2*
- Hilltop Outdoor Education centre.....Yr. 5 Residential *Priority 2 Priority 3 Priority 4*
- Kingswood and Hautbois.....Yr. 4 Residential *Priority 2 Priority 3 Priority 4*
- Whitlingham Outdoor Education Centre *Priority 2 Priority 3 Priority 4*
- Young Voices.....annual concert O<sup>2</sup> Arena *Priority 2 Priority 3*
- Norwich Cathedral *Priority 2 Priority 3 Priority 4 Priority 5*
- Portals to the Past *Priority 2 Priority 3*
- Duxford *Priority 2*
- The Greenpower Education Trust.....building and racing go-carts *Priority 2 Priority 3 Priority 4*
- Active Canaries .....Health related science *Priority 2 Priority 3 Priority 4*

<b>Priority 1</b>	<b>Leadership &amp; Management</b> <b>1a</b> To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors. <b>1b</b> To ensure that a broad and balanced curriculum is in place, clearly based upon the progression of knowledge, skills and understanding. <b>1c</b> To ensure that all staff have the knowledge, skills and understanding to confidently deliver lessons across the curriculum. <b>1d</b> To ensure staff can prioritise those aspects of the curriculum which will close any gaps in pupils' knowledge, skills and understanding.			
<b>Success Criteria</b>	<b>Children will FLOURISH</b> within the culture of the school. <b>Governors</b> demonstrate engagement in the strategic direction of the schools and monitoring of actions for improvement. <b>Attainment</b> and progress in line with top 25% of schools <b>Pupils</b> will make positive progress measured from their starting points <b>Progress</b> made in year for reading, writing and mathematics will show children moving appropriately across attainment bands in all year groups <b>Curriculum maps</b> and skills progression documents are published and understood by Governors enabling them to monitor the rigour, breadth and balance of the curriculum. <b>Staff</b> are delivering lessons in accordance with the curriculum maps and skills progression documents.			
<b>People with primary responsibility</b>	Chair of Governors Executive Headteacher Executive Deputy Headteachers Heads of School Subject leaders All teaching staff			
<b>Implementation</b>		<b>Who</b>	<b>Timescale</b>	<b>Evidence Source</b>
<b>1a</b>	<b>Governors</b> demonstrate engagement in the strategic direction of both schools, monitoring actions for improvement. <b>The</b> Governor monitoring schedule focuses on Governors' awareness and understanding of the construction, sequencing and continued improvement of the curriculum. <b>All</b> governors are well informed about the strengths to secure future improvement and any weaknesses that might prohibit it.	All Governors	2022 - 2023	Planned observations of deep dives by the SLT Minutes of committees and FGB Heads of School will regularly report to Governors on curriculum matters.
<b>1b</b>	<b>Subject</b> Leaders are able to effectively monitor the school's performance in their subjects, ensuring that the progression of skills, knowledge and understanding become embedded across all curriculum areas. <b>Subject</b> leaders identify which areas require development and plan and implement appropriate action and support with all staff. All subject leaders have been allocated designated time to facilitate this. <b>Heads</b> of school and subject leaders moderate standards across schools.	All subject leaders. HoS Exec. Deputies	Subject Leaders to monitor termly (including talking to pupils) to assess gaps in the curriculum and address necessary issues.	Feedback from SLT deep dives. Pupils will feel that they invest in their learning, demonstrating the desire and enthusiasm for learning. Pupils will be able to use the knowledge they learn and apply it.

				<p>The progression of disciplinary and substantive knowledge will be evident. Subject leaders will be able to discuss their curriculum area across all year groups within the school.</p> <p>Book look schedule to be scheduled into staff meetings.</p>
<b>1c</b>	<b>CPD</b> is identified and available for all staff, where practical, to enable them to teach confidently across the curriculum.	All staff Exec HT	Directed time	<p>Quality first teaching will be evident when lessons are observed. 90% of teaching observed will demonstrate many strengths and 40% of teaching observed will demonstrate many major strengths.</p> <p>CPD timetable to include: Geoffrey James – Solution Focused Coaching; LTE for new staff: Power of Reading. Annual safeguarding training + half-termly updates.</p>

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<u>Priority 2</u>	<p>Quality of Education</p> <p><b>2a</b> To engage pupils in a rigorous, broad, ambitious and coherent curriculum.</p> <p><b>2b</b> To improve children’s substantive and disciplinary knowledge and skills in all year groups, across the curriculum.</p> <p><b>2c</b> To strengthen the effective use of Assessment for Learning in order to teach targeted lessons and identify any intervention required in order that children know more and remember more.</p> <p><b>2d</b> To improve standards and progress in English and mathematics in all year groups.</p>						
<b>Success criteria</b>	<p><b>The</b> curriculum is broad, exciting and ambitious, pupil engagement is high.</p> <p><b>Subject leaders</b> have ownership of their subjects and long/medium term plans are closely matched to skills maps in each curriculum subject area and the <i>progression of knowledge, skills and understanding across 4 years is clear</i>. Subject leaders have identified the priorities necessary to enable the curriculum to continually develop.</p> <p><b>All</b> children are appropriately challenged and supported to know more and remember more.</p> <p><b>Standards</b> in mathematics across all year groups are maintained and improved so that a high percentage of children reach the expected standard.</p> <p><b>Standards</b>, at assessment points, in reading comprehension show improvement throughout the year.</p> <p><b>Children</b> not making appropriate progress or with significant gaps in knowledge and understanding are identified. Intervention will be implemented accordingly and reviewed regularly; it will be evident within lessons and as specific intervention programmes.</p> <p><b>By</b> July 2023 100% of pupils at the end of KS2 will be achieving in line with targets set in September 2022.</p>						
<b>People with primary responsibility</b>	<table border="0"> <tr> <td>Executive Headteacher</td> <td>TLRs</td> </tr> <tr> <td>Executive Deputies</td> <td>Subject Leaders</td> </tr> <tr> <td>Heads of School</td> <td></td> </tr> </table>	Executive Headteacher	TLRs	Executive Deputies	Subject Leaders	Heads of School	
Executive Headteacher	TLRs						
Executive Deputies	Subject Leaders						
Heads of School							



Implementation		Who	Timescale	Evidence sources
2a	<b>Subject</b> leaders to ensure that skills maps, long / medium term plans; key vocabulary requirements; calculations policy (in maths) are in place. Big questions leading to deeper thinking opportunities, cross-curricular links and writing opportunities across the curriculum have been identified. These documents have been modified and edited to guide teachers and move our ever-evolving curriculum forward.	All subject leaders  HoS SLT  All staff	End of September 2022 – allocated staff inset time Ongoing	Curriculum maps on school websites HoS monitoring Reports of book scrutinies on Perspective SLT monitoring/deep dives Lesson observations Pupil voice Pupil progress meetings. Gap analysis of tests; DNA ticks;
2b	<b>Staff</b> to plan lessons that show clear progression in substantive and disciplinary knowledge. Curriculum maps show clear progression of knowledge, skills and understanding and include inquiry and deeper thinking opportunities. OCJS to maintain timescales on the LTP. Staff will consult subject leaders for guidance if required.	All staff Subject leaders.	Ongoing	Curriculum maps Long/medium term planning Work scrutiny
2c	<b>Assessment</b> , formal and informal across the curriculum is in place and used to inform planning for all pupils’ needs and to ensure curriculum coverage and to enable children to know more and remember more. <b>Give</b> children in all year groups opportunities to complete test questions under time pressure. <b>Use</b> marking policy and gap analysis to forensically pinpoint causes and solutions where progress is slow.	All teachers HoS	Ongoing	Book scrutiny will evidence forensic marking and ‘yellow boxing’ in extended pieces of writing. Reading and writing tracking sheets. DNA ticks Data from PPM Termly, formal assessment Data will show that pupils, whose progress stalls, are involved in targeted intervention which leads to progress over time.
2d	<b>Standards</b> in Phonics, English and mathematics to rise across the school through high quality teaching which identifies and prioritises essential areas of the curriculum. Speech & language interventions, Talk Boost and Wellcomm to be used appropriately. <b>Use</b> information from PP meetings to provide early intervention and support. Autumn PP meetings will identify pupils requiring additional academic and/or pastoral intervention. <b>Monitor</b> attainment against end of year targets, initially identifying areas of weakness and then ensuring planning provides the necessary rigour to close any gaps. <b>Provide</b> opportunities for higher achieving pupils to extend and apply their knowledge to achieve greater depth in reading, writing and mathematics. <b>Continue</b> to develop the inquiry curriculum and questioning skills in order to deepen understanding across the curriculum. New staff will be trained in LTE. Staff will continue CLPE training to further enrich The Power of Reading CPD from 2022. This will ensure that writing and GPS are taught effectively within the English curriculum.	KR; TH; HS HoS  All Staff  ECTs/ SKITT	On-going  Continuous	Staff to use Wellcomm, Talk Boost and dyscalculia training.  Pupils will demonstrate the ability to think about, and articulate responses to questions. Vocabulary used is ambitious across the curriculum and pupils find it challenging.

	<p><b>Additional</b> sets in English and mathematics in both schools, will continue.  <b>Ensure</b> that teachers insist on high standards of presentation at all times, enabling pupils to have pride in their work, paying particular attention to handwriting.  <b>Use</b> ‘fast five’ technique throughout the school at the beginning of mathematics and for grammar in English lessons in order to recap and revisit prior learning</p> <p><b>OLD CATTON</b></p> <p><b>Focus</b> on establishing basic skills in number and developing reasoning in all year groups in order to apply the skills learned.  <b>Raise</b> the profile of mathematics through the school</p>	<p>LTE/English leading Teachers</p> <p>KC LR HoS</p>	<p>September 2022</p>	<p>There is evidence in their writing that the texts used are influencing their use of, and understanding of adventurous vocabulary. Scheduled book scrutiny will show evidence of forensic marking (‘yellow box’ for extended pieces of writing). Scrutiny of work and assessment will show that a high percentage of pupils are working at the expected standard and greater depth, in all year groups.</p> <p>All pupils at the end of year will select a piece of work that they are proud of. This will be passed to new teacher and displayed as a yardstick.</p> <p>The long term and medium term plans are followed with adherence to time scales.  Book scrutinies  PP meetings  Displays</p>
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<b>Priority 3</b>	<b>Personal Development</b> <b>3a To develop positive, resilient, and respectful pupils who will have the ability to form healthy relationships and make good life choices.</b> <b>3b To create an inclusive environment where all pupils flourish.</b>			
<b>Success Criteria</b>	<b>Pupils</b> are happy to come to school and invest in their learning. <b>Pupils</b> transition from Infant School and to High School, successfully. <b>Pupils</b> are well prepared for their next stage in education. <b>All</b> pupils are able to reach their potential.			
<b>People with primary responsibility</b>	Executive Headteacher Executive Deputies Heads of School Pastoral Team All staff			
<b>Implementation</b>		<b>Who</b>	<b>Timescale</b>	<b>Evidence Source</b>
<b>3a</b>	<b>Pupils</b> should be encouraged by all adults in school to be positive and resilient when learning or situations they find themselves in, become challenging. Support should be offered to enable pupils to make good choices. <b>Good</b> behaviour/manners/choices should always be commented upon. <b>School</b> values are understood and adhered to; OCJS: Love, Hope, Joy. WWL: Wisdom, Courage, Hope, Vision, Kindness.	All adults in school; Charlie, Charlie 1; NCCSF NB, CF AW, ER	On-going	Engagement of pupils. Pupil questionnaires Behaviour seen in school Golden, Red and Blue Books Newsletters School Council Attendance data CBT program and Sensory Circuits
<b>3b</b>	<b>Identified</b> groups of children should have similar outcomes to all pupils. This includes refugees who will be welcomed into the school community. <b>Pupil premium</b> , LAC, EAL, SEND pupils will be discretely tracked to ensure that their progress and well-being is similar to all pupils. <b>Provision</b> maps and LSPs for SEND pupils are in place. <b>TA</b> plans are written and implemented.	HoS TLRs SENCO	Half-termly	Pupil progress sheets Intervention groups  PLPs Provision maps

<b><u>Priority 4</u></b>		<b>Behaviour and Attitudes</b> <b>4a Raise the aspirations and expectations pupils have of their own learning and future.</b> <b>4b Ensure children and families have access to the services required in order to ensure children's positive mental health and well-being and enable them to maximize their potential. (Pastoral Team and Services)</b> <b>4c Ensure that pupils and parents are aware of e-safety and have the knowledge to make safe judgements.</b> <b>4d Ensure that staff are confident in following behaviour policies</b>		
<b>Success Criteria</b>		<b>Targets</b> are rigorous and challenging whilst mindful of children's individual circumstances. <b>Opportunities</b> , as far as is practicable, are available that give children new experiences and take them out of their comfort zones <b>Pupils</b> have a sense of pride and ownership in their work <b>Behaviour</b> is conducive to a positive learning environment and culture <b>Pupils</b> feel safe when using the internet <b>Identified</b> groups have similar expectations of themselves compared to others and the school environment and the culture within it promote equitable self-esteem.		
<b>People with primary responsibility</b>		Executive Headteacher Executive Deputies Heads of School Pastoral manager ICT Subject Leaders: All staff		
<b>Implementation</b>		<b>Who</b>	<b>Timescale</b>	<b>Evidence Source</b>
<b>4a</b>	<b>Pupils</b> are confident when discussing their learning and progress. <b>Conversations</b> with teachers should be an honest appraisal of where pupils are and where they need to get to based on attainment at KS1, (where relevant) the end of the previous year and their experience of home-learning. <b>Next</b> steps in learning should be well planned, clear for pupils and monitored. <b>Early</b> intervention and support is available for all children as and when required.	HoS TLRs All staff Pastoral manager. Pastoral Team	Half- termly pupil progress meetings. Re-assess intervention groups half-termly	Pupils are invested in their learning, happy to be in school. Interventions are effective in addressing pastoral issues and closing gaps in learning, evidenced through teacher assessment and termly formal assessment. Intervention timetables are reviewed half termly. Marking in books clearly improves progress. Teachers plans clearly show the progression of skills.

4b	<p><b>Through</b> PATHS, PSHE, RSE and relationships forged with teaching staff, support staff and peers, pupils will have the confidence to be self-aware and able to discuss their emotional well-being, seeking help when necessary.</p> <p><b>Pupils</b> in need of further intervention in order to develop resilience and/or coping strategies will be able to receive help through the range of pastoral initiatives available including 1:1 time with the pastoral assistant or manager; positive play; mindfulness; play therapy; forest schools.</p> <p><b>Parents</b> can access advice through the pastoral manager; they are able to engage over a sustained period of time if such support is required.</p>	<p>All staff Pastoral manager Pastoral team CF ER AW</p>	<p>On-going</p>	<p>Lesson observations; Observations of pupils; discussions with pupils. Reports from staff working directly with pupils receiving interventions. Reports from class teachers whose pupils have received intervention. CPOMS</p>
4c	<p><b>E-safety</b> will be addressed through direct teaching and assemblies/collective worship. Parents will be up-dated when necessary or specific incidents discussed with them. Parents will be offered the opportunity to attend a information seminar about e-safety.</p> <p><b>If</b> appropriate, parents meetings will be held to inform parents of specific issues around e-safety in order that they can keep their children safe on-line.</p>	<p>All staff. GS RQ HoS</p>	<p>On-going  Autumn Term 2021</p>	<p>Pupils able to articulate and demonstrate measures that can keep them safe on the internet. Parental communication to share e-safety messages.</p>
4d	<p><b>All staff</b> have a responsibility to follow the behavior policy and all staff have responsibility for the behaviour of all children. With a consistent approach, teachers will be able to teach and children learn in a positive environment where everyone is invested in the learning. Staff, parents and pupils will be able to work in partnership in order to achieve positive outcomes.</p>			

<b>Priority 5</b>		<b>OCJS</b>		
		<b>Development of Distinctive Characteristics of a Church School</b>		
		<b>5a To ensure that pupils are able to talk confidently about the school's Christian vision and values.</b>		
		<b>5b To ensure that the Norfolk Agreed Syllabus is embedded across the school.</b>		
<b>Success Criteria</b>		<p><b>Pupils</b> will be able to talk about the school's vision and values, giving examples of how they link to Christian beliefs and what everyday examples look like within the school environment.</p> <p><b>Pupils'</b> understanding of key Christian beliefs will be deepened.</p> <p><b>Staff</b> will be able to teach the new syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science).</p>		
<b>People with primary responsibility</b>		<p>Governors – Ethos Committee</p> <p>Executive Headteacher</p> <p>Executive Deputy Headteacher</p> <p>Head of School</p> <p>John Semmens</p>		
		<b>Implementation</b>		
		<b>Who</b>	<b>Timescale</b>	<b>Evidence Source</b>
<b>5a</b>	<p><b>Continue</b> to weave the school values into the school day, including pupils identifying when they see evidence of their application amongst peers.</p> <p><b>Through</b> Collective Worship, embed the story of the Lost Sheep in order that children understand how these values are rooted in Christian teaching.</p> <p><b>Make</b> specific links between Christian teaching and the school's vision.</p> <p><b>Enable</b> the 'Worship Collective' to grow in their leadership roles, thus supporting their own spiritual journeys and those of their peers.</p>	<p>All staff</p> <p>Prefects</p> <p>Worship</p> <p>Collective</p> <p>HoS/JS</p> <p>All Staff</p>	On-going	<p>Ethos Committee minutes</p> <p>Governor monitoring</p> <p>Displays</p> <p>Pupils able to articulate the school's vision and values</p> <p>Pupil voice</p>
<b>5b</b>	<p><b>Deepen</b> pupils' understanding of key Christian beliefs, such as the Trinity. helping to enrich their understanding of shared beliefs throughout the worldwide Christian church.</p> <p><b>Ensure</b> that all staff are equally confident teaching through all three lenses.</p> <p><b>Strengthen</b> the relationship with the local church through the new incumbent.</p>	<p>JS</p> <p>HoS</p> <p>All Staff</p>		<p>Curriculum maps, skills progression and assessment in place.</p> <p>Lesson observations showing evidence that knowledge gained through 'Understanding Christianity' is being applied in teaching.</p>