



OLD CATTON JUNIOR SCHOOL & WHITE WOMAN LANE JUNIOR SCHOOL

School Improvement & Development
Plan 2021 - 2022



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 broad and ambitious curriculum.
To improve children's knowledge and skills in all year groups, across the broad curriculum.
To strengthen the effective use of Assessment for Learning in order to teach targeted, differentiated lessons and identify any intervention required.
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 via virtual Collective Worship.
To ensure that the new Norfolk Agreed Syllabus is effectively taught across the school and staff have been given guidance about how to fill gaps in learning which are essential in order for pupils to make progress.

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:

- Create, Learn, Inspire Ltd *Priority 1 Priority2 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*
- Premier Sport.....provision of GOAL / Extra curricula dance *Priority 2 Priority 3 Priority 4*
- NCCSF.....provision of half-termly Nebula sporting competitions and Primary Stars English and mathematics intervention *Priority 2 Priority 3 Priority 4*
- TT Rock Stars *Priority 2*
- Spelling Shed *Priority 2*
- Hilltop Outdoor Education centre.....Yr. 5 Residential *Priority 2 Priority 3 Priority 4*
- How Hill Trust.....Yr. 4 Residential *Priority 2 Priority 3 Priority 4*
- Whitlingham Outdoor Education Centre *Priority 2 Priority 3 Priority 4*
- Young Voices.....annual concert O² Arena *Priority 2 Priority 3*
- Norwich Cathedral *Priority 2 Priority 3 Priority 4 Priority 5*
- Shakespeare in Schools *Priority 2 Priority 3*
- 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*

<u>Priority 1</u>	Leadership & Management 1a To ensure that outcomes for all pupils are good and that senior leaders are held to account by Governors. 1b To ensure that a broad and balanced curriculum is in place, clearly based upon the progression of knowledge, skills and understanding. 1c To ensure that all staff have the knowledge, skills and understanding to confidently deliver lessons across the curriculum. 1d To ensure staff can prioritise those aspects of the curriculum which will close any gaps in pupils' knowledge, skills and understanding.			
Success Criteria	Children will FLOURISH within the culture of the school. Governors demonstrate engagement in the strategic direction of the schools and monitoring of actions for improvement. Attainment and progress in line with top 25% of schools Pupils will make positive progress measured from their starting points Progress made in year for reading, writing and mathematics will show children moving appropriately across attainment bands in all year groups Curriculum maps and skills progression documents are published and understood by Governors enabling them to monitor the breadth and balance of the curriculum. Staff are delivering lessons in accordance with the curriculum maps and skills progression documents.			
People with primary responsibility	Chair of Governors Executive Headteacher Executive Deputy Headteachers Heads of School Subject leaders All teaching staff			
Implementation		Who	Timescale	Evidence Source
1a	Governors demonstrate engagement in the strategic direction of both schools, monitoring actions for improvement. The Governor monitoring schedule focuses on the schools' recovery processes All governors are well informed about the strengths to secure future improvement and any weaknesses that might prohibit it.	All Governors	Jan 2022	Reports of monitoring Minutes of committees and FGB Heads of School will report to Governors outlining measures in place and the progress being made towards, addressing gaps in learning.
1b	Subject 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 with recovery towards ARE well advanced by July 2021 and achieved by July 2022. Subject leaders identify which areas require development and plan and implement appropriate action and support with all staff. Heads 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.	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. The progression of skills in specific subjects will be evident.

				<p>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>
1c	<p>CPD is identified and available for all staff, where practical, to enable them to teach confidently across the curriculum.</p>	<p>All staff Exec HT</p>	<p>Directed time</p>	<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: LTE, Power of Reading, Talk Boost and Mathematics and dyscalculia training.</p>

<u>Priority 2</u>	<p>Quality of Education</p> <p>2a To engage pupils in a broad and ambitious curriculum.</p> <p>2b To improve children’s knowledge and skills in all year groups, across the broad curriculum.</p> <p>2c To strengthen the effective use of Assessment for Learning in order to teach targeted, differentiated lessons and identify any intervention required.</p> <p>2d To improve standards and progress in English and mathematics in all year groups.</p>
Success criteria	<p>The curriculum is exciting and ambitious, pupil engagement is high.</p> <p>Subject leaders 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 priorities to enable teachers to close gaps in learning, moving children towards age related expectation.</p> <p>All children are appropriately challenged and supported.</p> <p>Standards, at assessment points, in reading comprehension show improvement throughout the year.</p> <p>Improved standards in mathematics across all year groups are maintained, allowing pupils to reason confidently.</p> <p>Children not making appropriate progress or with significant gaps in knowledge and understanding are identified and intervention programmes implemented accordingly and reviewed regularly.</p> <p>By July 2022 100% of pupils at the end of KS2 will be achieving in line with targets set in September 2021.</p> <p>Technologies are being used to facilitate teaching remotely when necessary.</p>
People with primary responsibility	<p>Executive Headteacher TLRs</p> <p>Executive Deputies Subject Leaders</p> <p>Heads of School</p>

Implementation		Who	Timescale	Evidence sources
2a	<p>Subject leaders to ensure that skills maps, long / medium term plans, vocabulary requirements, examples of deeper questions, calculations policy (in maths), cross-curricular links identified and writing opportunities across the curriculum identified. These documents have been modified and edited to guide teachers when they are trying to back-fill and move the curriculum forward.</p> <p>Opportunities will be provided for professional discussions in order to monitor and support the delivery of curriculum areas.</p>	All subject leaders	End of October 2021 – allocated staff meeting time	Curriculum maps on school websites HoS monitoring Reports of book scrutinies on Perspective SLT monitoring Lesson observations Book scrutinies Pupil voice Pupil progress meetings. Scrutiny of test results; DNA ticks;
2b	<p>Staff to plan lessons that show clear progression in knowledge, skills and understanding and include inquiry and deeper thinking.</p>	HoS SLT		

<u>Priority 4</u>		Behaviour and Attitudes 4a Raise the aspirations and expectations pupils have of their own learning and future. 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) 4c Ensure that pupils and parents are aware of e-safety and have the knowledge to make safe judgements. 4d Ensure that staff are confident in following behaviour policies		
Success Criteria		Targets are rigorous and challenging whilst mindful of the disruption of learning children may have experienced Opportunities , as far as is practicable, are available that give children new experiences and take them out of their comfort zones Pupils have a sense of pride and ownership in their work Behaviour is conducive to a positive learning environment and culture Pupils feel safe when using the internet Identified groups have similar expectations of themselves compared to others and the school environment and the culture within it promote equable self-esteem.		
People with primary responsibility		Executive Headteacher Executive Deputies Heads of School Pastoral manager ICT Subject Leaders: All staff		
Implementation		Who	Timescale	Evidence Source
4a	Pupils are confident when discussing their learning and progress. Conversations 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. Next steps in learning should be well planned, clear for pupils and monitored. Early 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>Through 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>Pupils 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>Parents can access advice through the pastoral manager; they are able to engage over a sustained period of time if such support is required.</p>	All staff Pastoral manager Pastoral team CF	On-going	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
4c	<p>E-safety 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>If 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>	All staff. BH RQ HoS	On-going Autumn Term 2021	Pupils able to articulate and demonstrate measures that can keep them safe on the internet. Parental Meeting to share e-safety messages.
4d	<p>All staff 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>			

Priority 5		OCJS		
		Development of Distinctive Characteristics of a Church School		
		5a To ensure that pupils are able to talk confidently about the school's Christian vision and values.		
		5b To ensure that the new Norfolk Agreed Syllabus is effectively taught across the school.		
Success Criteria		<p>Pupils 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>Pupils' understanding of key Christian beliefs will be deepened.</p> <p>Staff will be able to teach the new syllabus with confidence, through each of the multi-disciplines (Theology, Philosophy, Social Science).</p> <p>RE Action Plan is completed according to stipulated timescales.</p> <p>REQM Award is applied for by January 2022.</p>		
People with primary responsibility		<p>Governors – Ethos Committee</p> <p>Executive Headteacher</p> <p>Executive Deputy Headteacher</p> <p>Head of School</p> <p>John Semmens</p>		
		Implementation	Who	Timescale
5a	<p>Continue to weave the school values into the school day, including pupils identifying when they see evidence of their application amongst peers.</p> <p>Through Collective Worship, embed the story of the Lost Sheep in order that children understand how these values are rooted in Christian teaching.</p> <p>Make specific links between Christian teaching and the school's vision.</p> <p>Enable the 'Worship Collective' to grow in their leadership roles, thus supporting their own spiritual journeys and those of their peers when it becomes possible for pupils to work across bubbles.</p>	<p>All staff</p> <p>Prefects</p> <p>Worship 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>
5b	<p>All teaching should follow the Norfolk Agreed Syllabus 2019.</p> <p>Deepen 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>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>