

# George Carey Church of England Primary School

Rivergate Centre, Minter Road, Barking, IG11 0FJ

**Inspection dates** 18–19 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well in most subjects.
- While still very new, the school is improving. Those pupils who joined the school when it first opened have exceeded the expected rate of progress. Those who joined more recently have settled quickly and the rate at which they are learning is accelerating.
- Most pupils learn to read quickly and reach the expected levels. Those who fall behind are effectively supported and catch up well.
- Teaching and learning are good overall and some teaching is outstanding. Teachers have high expectations of most pupils and teach interesting lessons. Teaching in the specialist autism unit is consistently good and pupils make good progress from their starting points.
- Pupils are very proud of their new school and attendance is high. Relationships between adults and pupils are very positive because pupils feel safe, respected and well looked after. Behaviour is good.
- The headteacher is well supported by a strong team of leaders and an effective governing body. The governors have taken decisive action to tackle weak teaching in pursuit of their drive towards excellence for all.

### It is not yet an outstanding school because

- Standards in mathematics are not as high as those in reading and writing.
- Work set for the most-able pupils is not always challenging enough; as a result, not all of these pupils achieve the higher levels.

## Information about this inspection

- Inspectors observed 26 lessons, of which five were joint observations with senior leaders. Additionally, inspectors made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, representative governors including the Chair and Vice-Chair of the Governing Body, and with school staff, including senior and subject leaders.
- The inspection team took account of 26 responses to the on-line questionnaire (Parent View) and of comments made to inspectors during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring information, and records relating to safeguarding, attendance and behaviour.

## Inspection team

Richard Potts, Lead inspector	Additional Inspector
Janet Dinsmore	Additional Inspector
Neil Gillespie	Additional Inspector

## Full report

### Information about this school

- George Carey Church of England Primary School is a new and rapidly growing school that has been operating for just over one year. Already larger than the average-sized primary school, it has almost doubled in size in the last nine months. It serves an urban area undergoing rapid expansion.
- Due to the rapid development of the area, most pupils have been at the school for less than a year.
- The school's own data show that it meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- A higher-than-average proportion of pupils is known to be eligible for the pupil premium.
- Most pupils are of African heritage.
- The proportion of pupils supported through school action is broadly similar to the national average. The proportion of pupils supported through school action plus or with a statement of special educational needs is below average. Some of these pupils receive intensive support in the 12-place, specialist 'Additional Resource Provision' for pupils with autism, which is part of the school.

### What does the school need to do to improve further?

- Raise standards in mathematics so that attainment is in line with English, by ensuring that all pupils know the next steps in their learning and how to achieve them.
- Improve the achievement of the most-able pupils by:
  - ensuring that the work set for them is sufficiently challenging
  - helping them to improve their own work through investigation and research.

## Inspection judgements

### The achievement of pupils is good

- Attainment in all year groups is at least average. This is the case in all subjects but particularly in reading and writing. Pupils are well prepared for the next stage in their learning.
- Many pupils come into the school with much lower than expected levels for their age, but rapidly close the gap to where they should be, particularly in reading and writing.
- The school has well-developed systems to identify pupils' learning needs so that appropriate support programmes can be put into place quickly. As a result, most pupils, including disabled pupils and those with special educational needs, make good progress from their starting points. A minority of pupils, especially those that have been at the school since it opened, make exceptional progress.
- The school's data indicate that the gap in performance between girls and boys, especially in writing, is closing.
- Pupils read well because they have a good understanding of letters and the sounds they make (phonics) and are encouraged to read widely.
- A large majority of parents and carers agree that their children make good progress in their learning while at school. As one parent wrote, 'We travel a good distance to attend. My daughter's reading, knowledge and skills have expanded dramatically since coming here.'
- In most subjects, pupils have a clear understanding of how well they are doing in their work and what they must do to get better. Standards in mathematics are not as high as they are in reading and writing because pupils are generally not as sure how to avoid mistakes and improve their own work.
- A few of the more-able pupils do not reach the higher levels in English and mathematics. The school has recognised these issues and is providing additional support and guidance for these pupils. Early indications suggest that standards in English for the most able are beginning to improve as a result.

### The quality of teaching is good

- The overall quality of teaching over time is good and some of it is outstanding. During the inspection, no inadequate lessons were seen.
- In a large majority of lessons, careful assessment is used to ensure that work is well matched to pupils' different abilities. High expectations in most lessons lead to work that is challenging and teachers make sure that learning proceeds briskly.
- Most lesson planning is detailed and learning targets are clearly identified for both individuals and groups of pupils.
- Most teachers maintain a careful check on pupils' progress as the lessons proceed, using skilful questioning to judge levels of understanding and to encourage deeper thinking.
- Relationships throughout the school are characterised by respect and trust. Pupils respond well to instruction and the school is a very positive place to learn.
- Teachers have good subject knowledge and understand how to promote pupils' literacy skills across the curriculum.
- Effective teaching assistants support learning well so that gaps in performance are closing. For example, in a lesson on the tribes of the South American rainforest, effective use of information and communication technology (ICT) added to the excitement and interest of the topic. Care had been taken to identify and emphasise key ideas and vocabulary, and to vary the work to match the abilities of different groups and individuals. A teaching assistant provided good-quality support and challenge for a target group. Overall, pupils were engaged and enthusiastic learners who made very good progress, not just in their understanding of the differences between the way they and the South American tribesmen lived, but also in their acquisition of new language

skills.

- Most marking is thorough and makes a strong contribution to pupils' understanding of how they can improve their work. Marking in mathematics is not as detailed or as closely matched to learning targets as it is in English. As a result, pupils are not always sure of their next steps, which limits their achievement in the subject.
- In the small minority of lessons where teaching requires improvement, teachers' explanations are too long and the pace of learning is too slow.
- While the expectations of most pupils are appropriately high, the most-able pupils are not always consistently challenged. In particular, there are too few opportunities for these pupils to improve and develop their work through investigation and research and, as a result, some do not achieve the levels of which they are capable.

### **The behaviour and safety of pupils** are good

- Pupils' enjoyment of school is demonstrated through their high attendance, with very few pupils arriving late each day.
- Pupils' attitudes to learning are a strong feature of the school. They show commitment and a determination to succeed, and even on the occasions when teaching is less than good, pupils maintain concentration and behave well.
- Disabled pupils and those with special educational needs that have an impact on the way they behave are particularly well supported and expectations of them are no different to any of the others. One said, 'The teachers will do anything for us and I do it back. For the school play, I learned all the lines for *Macbeth* in three weeks. I'm getting on really well here.'
- Good relationships based on mutual care and respect mean that pupils respond well to all staff.
- Pupils express pride in their school. All groups of pupils are helpful, tolerant and thoughtful towards each other and polite towards adults. One pupil's comment, typical of others, was, 'Behaviour here is much better than at my other school. We all make the difference, because we choose to get on. I learn lots and I'm a really good student now.'
- The school has well-developed and highly effective systems of rewards and sanctions. Well-maintained logs indicate that poor behaviour is a rarity, repeated indiscipline is dealt with swiftly and the rate of exclusion is low.
- A large majority of the parents and carers believe that the few incidents of bullying are promptly and effectively dealt with. Pupils have a good understanding of the different types of bullying and say that they feel safe and well protected. Pupils have trust and confidence in the staff and believe that any issues are handled sensitively and quickly.
- Pupils' positive attitudes to learning and levels of self-discipline contribute strongly to the good, and sometimes rapid, progress they make in lessons.

### **The leadership and management** are good

- Although the headteacher has been in post for a relatively short period, he has clearly demonstrated a strong commitment to excellence and has assembled a workforce that shares his vision to create an outstanding school over time.
- Well supported by capable and knowledgeable senior leaders, the headteacher has acted swiftly to unify and shape the staff team in a period of rapid expansion.
- The school's improvement planning is clear, detailed and closely matched to its acknowledged areas for development. The school has an accurate understanding of its strengths and weaknesses.
- Systems and procedures underpinning the integration of new pupils and their parents and carers are very effective. Although the school is still in its infancy, leaders, managers and governors

have created a welcoming sense of belonging and joint endeavour, which permeate both the school and the wider community.

- Standards have risen steadily as the school has developed. Staff performance is managed well and this has resulted in more effective teaching and acceleration in pupils' progress. Although at an early stage of implementation, the school's systems show that there is a strong correlation between the management of teaching and school improvement. Staff are very aware that progression up the salary scale is linked to pupil performance.
  - The school has established appropriate support, guidance and mentorship for its newly appointed members of staff. Leaders have identified best practice across the school and ensured that it is modelled across year groups. The local authority and the diocese have a thorough understanding of the issues facing the school and have supported it well during its establishment and rapid expansion.
  - The broad and balanced curriculum is well matched to pupils' learning needs, promoting both good achievement and the development of basic skills. A wide range of enrichment activities, including a wealth of good-quality after-school activities, trips and visits, complement the work in the classroom. Pupils' social, moral and cultural development is well promoted, while their spiritual development is a distinguishing feature of the school.
  - At the time of the inspection, all statutory requirements relating to safeguarding were met. Senior leaders are effective in ensuring there is no discrimination and that all pupils are treated equally.
  - **The governance of the school:**
    - is effective, supporting the headteacher and staff well, and contributing positively to the strategic drive for improvement
    - has a thorough grasp of the school's strengths and weaknesses and has ensured that swift action is taken to address any shortcomings
    - has a strong sense of commitment and purpose, and effectively holds the headteacher to account for the achievement of its vision of excellence in learning and in life
    - recognises the importance of rigorous performance management as the key to successful school improvement
    - understands how finance and other resources, in particular the pupil premium, are used to support the school's effectiveness in meeting all pupils' needs. The governing body has decided to spend most of the pupil premium on additional teaching assistance, to extend intensive, small-group teaching. The effectiveness of this initiative is reflected in improving standards in reading and writing.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136431
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	400317

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janine Scothern
<b>Headteacher</b>	Chris Harrison
<b>Date of previous school inspection</b>	N/A
<b>Telephone number</b>	0208 270 4040
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