



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

George Carey Church of England VA Primary School	
Address	Rivergate Centre, Minter Road, Barking, IG11 0FJ
School vision	
A Christian school for all with Jesus at the heart. Recognising the gift of every child, we work as one to enable them to become the person they were created to be.	
School strengths	
<ul style="list-style-type: none"> • The school’s vision is at the very centre of its work. The vision aligns with the context of the community and is well understood. • Relationships are strong because there is a culture of respect. Pupils trust their teachers and know they will support them to become 'the best they can be'. • Collective worship is at the heart of each school day. It is highly inclusive and valued as a time of stillness and reflection. • Learning activities are carefully crafted to provide the necessary support and challenge for pupils. This enables them to succeed. • The religious education (RE) curriculum is carefully sequenced. Pupils are curious and respectful learners. They make links between a range of world faiths and are confident to share what they believe themselves. 	
Areas for development	
<ul style="list-style-type: none"> • Revisit the school's understanding of spiritual development so that it is child-friendly and accessible to all. • Provide opportunities for pupils to take the lead in collective worship. This will enable them to feel greater ownership and deepen their experience of spirituality. • Build on current opportunities for pupils to be courageous advocates, so that they can see themselves as local, national and global agents for change. 	
Inspection findings	
<p>George Carey Primary School serves a richly diverse community. It is a place of joy and fulfilment, where leaders have created a vibrant, happy and cohesive school. Pupils, parents and staff feel welcomed and respected for who they are. They enjoy and value all the school has to offer. As the community has grown and changed over time, leaders rightly made the decision to re-visit the school’s vision statement. The revised vision respects the diversity of the school’s population. There is a relentless focus on being ‘a school for all’. This permeates throughout its work. It is the golden thread which informs decisions and actions, and against which they are monitored and evaluated. Leaders regularly consider all the information available to evaluate the school’s performance against the vision. They do not shy away from difficult decisions. Instead, they adopt a ‘how can we?’ approach to ensure that provision is of the highest possible quality. Leaders at all levels draw on the vision when developing plans for the future. It is also used as a touchstone in times of immense</p>	



challenge. This ensures the school keeps the needs of pupils, adults and the community at the centre of its work.

The school is well-supported in its mission by a range of local religious groups. The vision of being a 'school for all' drives leaders to engage in high quality partnership work. They collaborate with the parish church, a cell church and the local Muslim association, amongst others. These partnerships create a synergy which ensures the needs of the community are well served. There is a palpable sense of respect for one another's beliefs. Pupils are respectfully curious about each other's faiths and traditions and enjoy asking questions to find out more. For example, they compared fasting by Christians during Lent and Muslims during Ramadan. Pupils are keen to share, understand and support each other's experiences, talking with maturity and appreciation.

Leaders are ambitious for all their pupils. Specific adaptations have been made to enable them to access learning successfully, alongside individualised support when required. Care has been taken to weave opportunities for spiritual development throughout the curriculum. However, pupils are not confident about what spirituality means for them. Pupils enjoy the challenge of being asked to reflect on 'big questions', knowing there is not necessarily a right answer. They talk about taking this learning home where parents are impressed by their children's depth of thinking.

Collective worship is the central point of each school day. It is inclusive and invitational, drawing on the teachings of Jesus and making explicit links with current issues. Clergy and school leaders collaborate in planning worship, ensuring it develops pupils' understanding day by day. Acts of worship are led by a range of adults, providing a variety of worship styles. Pupils and staff enjoy worshipping together and view it as a time for stillness and reflection. A variety of worship songs are enjoyed. The youngest pupils sing with great joy and enthusiasm, reflecting their enjoyment of praising through music. Older pupils say they would like to be able to take the lead more often in collective worship. This would enable them to enhance their spiritual development.

Pupils behave exceedingly well because relationships are strong. They understand that getting on and falling out with each other is a natural part of growing up. They know they can rely on adults for support and on leaders to follow up on any issues. They trust that adults will help resolve problems and understand that sometimes compromise is necessary. Pupils know they do not all have to have the same opinions so they disagree peaceably and with respect. They value one another's differences and appreciate they all have unique talents. Pupils and adults understand that they each have a part to play in their school and that everyone is equally important. This reflects the school's chosen scripture, each person acting as an essential part of the whole body. They encourage each other and take pride in one another's achievements. Pupils also reflect on disappointments and use them as an opportunity to learn and develop. They are highly respectful of the needs of others, understanding that each person requires different things to be successful.

The school's vision also enables adults to flourish. Parents are well supported in times of difficulty, with school staff standing alongside them to resolve issues and find solutions. Staff development has a high priority with talent being spotted and nurtured across all areas of the school's work. This ensures staff at all levels grow and develop as professionals. As a result, staffing is stable, providing experience and expertise to meet the needs of the diverse community the school serves.

George Carey pupils have a strong sense of fairness and justice. The school regularly supports charitable causes and pupils enjoy these activities because they enable them to help others. They also feel passionate about other issues, such as litter and plastic pollution. Although there are some opportunities for pupils to take action, these are currently underdeveloped. Pupils view advocacy as fundraising rather than being able to take action for themselves to make the changes they want to see.



RE is a strength of the school. The syllabus is carefully sequenced to ensure pupils learn about a range of world faiths and beliefs in detail. Teacher subject knowledge is strong, enabling them to offer pupils further challenge as they move through the school. Learning activities are carefully adapted to individual needs so pupils can achieve well. Supplementary resources are used to maximise learning and this is particularly effective for pupils with special educational needs and disabilities (SEND). Pupils' books reflect a variety of learning activities which are of a high standard.

The inspection findings indicate that George Carey Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	15 March 2024	URN	136431
VC/VA/Academy	Voluntary aided	Pupils on roll	675
Diocese	Chelmsford		
MAT/Federation			
Headteacher	Chris Harrison		
Chair	Marta Varesi		
Inspector	Victoria Burgess	No.	2139