



GEORGE
SALTER
ACADEMY

AMBITION BELIEF COURAGE



“One World
in One School”

[OAT]
Ormiston Academies Trust
AN OAT ACADEMY



WELCOME

As Principal, I would like to welcome you to George Salter Academy or “George’s” as it is affectionately named by students and the local community. Our Academy is built upon mutual respect within a cohesive, multi-cultural community. It is based upon the belief that all children can excel and should be encouraged to be the best they can possibly be.

The Academy is at the heart of its community, raising aspirations through positive, “can do” attitudes and supporting individual needs, whilst stretching and providing challenge for all. The Academy is like a family, looking after its members, supporting them to learn from mistakes, providing them with consistency, routine and high expectations, opportunities and choices. We believe strongly that “success breeds success”.

Students are treated as individuals and choose, with advice and guidance, curriculum programmes suited to their own academic and personal abilities, talents and needs. Education does not only take place during the school day. Our enrichment and study support programmes have been recognised locally and nationally for their quality. Opportunities for students range from a wide variety of sports to Duke of Edinburgh Awards, frequent theatre visits and high-quality performing arts provision, holiday programmes, trips and residential visits both at home and abroad.

Our core values are “ambition, belief and courage”. Staff believe that by modelling and instilling these values into our students, they will develop into strong, caring and productive people who will be valuable members of their community and are prepared for life in modern Britain.



Our mission is passionate, strong and resonates throughout our whole Academy.

We are George Salter Academy and we are ambitious for every child. We defy disadvantage and believe that all students, regardless of their background, should be equally able to realise personal goals, achieve outstanding outcomes and reach their full potential. We promise to provide the same breadth and depth to our curriculum and provision for all students regardless of background or prior attainment.

Our students will develop a passion for learning which will allow them to make informed decisions and determine their own future amongst the demands of 21st century life.

We want to see a society that benefits from the contributions of our well-educated and empowered young people.

Adrian Price
Principal




OUR SPONSOR

Our sponsor, Ormiston Academies Trust (OAT) is one of the largest not-for-profit educational trusts in England. Its sole purpose – and one that we all share across the Ormiston family – is to provide OAT pupils with excellent learning opportunities inside and outside the classroom.

OAT believes that strength and impact are maximised by working as one team – from which comes our commitment to achieving more together – underpinned by its values, which inform everything we and they do as a Trust:

- Anyone can excel: unwavering belief that everyone can achieve
- Enjoy the challenge: perseverance pays dividends



“ Staff are easily approachable and helpful for parents ”



- Share what is best: we achieve more from working together
- Be inclusive: celebrating our diversity and practicing equity.

“ Leaders make sure the curriculum meets the needs and aspirations of pupils and prepares them very well for the next steps in their education, training or employment ”

Ofsted

Our Curriculum **OUR CURRICULUM**

Our seven year curriculum journey aims to build on the foundations of learning at Key Stage Two. Teachers and leaders have considered and developed Key Concepts for individual subject curricula, using the National Curriculum and Assessment Objectives across all Key Stages. Curriculum Maps and Schemes of Work have been carefully developed for each key stage so that students are supported to acquire new knowledge and skills, building on prior knowledge through making connections between subject Key Concepts and the over-arching GSA Curriculum Concepts.

Subject leaders and teachers are subject specialists; students and parents can be confident that subject knowledge of staff and educational pedagogy is of the highest quality. Teachers work collaboratively with each other to make links across the curriculum so that students are able to see and independently make connections between subjects.

At George Salter Academy, we believe that every student is entitled to experience a broad and balanced curriculum that ensures all statutory requirements are met whilst equipping students with the knowledge and skills to be successful.

We intend that our curriculum is:

- Challenging for all
- Knowledge rich
- Coherent and well sequenced
- Cross curricular
- Worthwhile
- Relevant to our students' next steps

We intend that our wider curriculum:

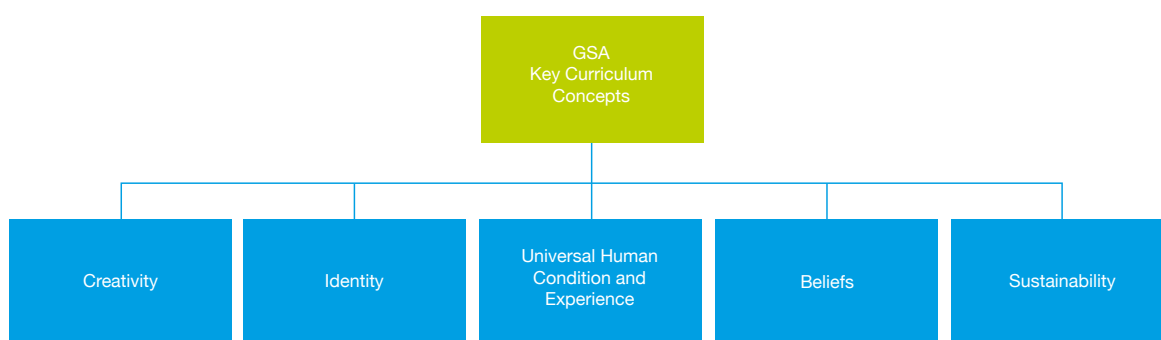
- Provides opportunities for deep learning
- Promotes wider inter cultural understanding
- Promotes our students' mental and physical wellbeing
- Enables our students to become happy and successful members of society

Through our curriculum intent we aim to develop students who:

- Have high expectations
- Know more
- Commit learning to long term memory
- Are resilient, successful lifelong learners
- Have high aspirations for their future

Key Concepts

At George Salter Academy, all students will be taught to understand the universal human condition and experience. Students have a strong sense of identity and will be confident in expressing themselves with precision and know the value of creativity. They will read widely across cultures to help develop an understanding of the beliefs of others. They will cultivate an interest in environments beyond their own and understand the need for sustainability in all its forms.



The Academy Curriculum Key Concepts are embedded within the curriculum across all key stages.

Key Stage 3

In our three-year Key Stage 3 curriculum design we provide breadth and balance through the study of National Curriculum subjects. Our Key Stage 3 curriculum focus is the mastery of knowledge and skills needed for future learning whilst also providing a plethora of enrichment opportunities for students. We articulate clear curriculum expectations to ensure that outstanding progress can be achieved by all students.

The students are placed in two equal bands and follow an identical curriculum which consists of the following subjects; English, Mathematics, Science, PE, Geography, History, RE, MFL, PSHE, Art, Dance, Drama, Music, Product Design, Graphics, Food Technology and ICT.

Key Stage 4

There is a balanced and broad range of challenging and rigorous courses in Key Stage 4 where students are explicitly aware, at every stage, of what they are learning and what they will be tested on. We pride ourselves on developing artists, linguists, historians, geographers and athletes of the future.

We start our Key Stage 4 curriculum in year 10; all students follow courses with appropriate guided learning hours for course completion. During this two year period all students study: English, Mathematics, Science, PE, PSHE, RE and Careers. British Values, SRE and Citizenship are developed within the taught academic curriculum.

Curriculum options in Years 10 and 11 include:

Art and Photography, Textiles, Business, Child Development, Health and Social Care, Catering, Geography, History, Computer Science, ICT, French, Spanish, Sociology, PE, Sports Studies, Dance, Drama, Music, Music Technology, Product Design, and RE.

Student Union Selection

Project Development Plan

Belief Lecture



**YEAR
13
Excellence**

Ambition Lecture



Student Union Projects

PE Inter-House



Wellbeing

Courage Lecture

Wellbeing



Rewards Trips

University Open Days



Post-16 Quiz



Apply to Post-16

Head Prefect Selection



Ambition Lecture

Belief Lecture



Courage Lecture

University

Student Led CPD

Prom and Leavers Project

Exam Help Project



Rewards Trips

PE Inter-House



Work Experience



Charity Inter

**YEAR
12
Aspire**

Mentors in Violence



Sports Day

Student Leadership Assembly

Courage Lecture



**YEAR
9
Unstoppable**

Duke of Edinburgh

Leadership Selection

RE and History Trip

Languages Inter-House

Belief Lecture



Rewards Trips

Ambition Lecture

Canteen Project

Business Inter-House

Cat Trip

Sports Day



Environmental Project



Courage Lecture

Engagement Project

Product Design and Art Trip

Life Skills

Geography Inter-House



Oracy Inter-House

Geography Trip

RE Inter-House

Anti-Bullying Project

Belief Lecture

**YEAR
7
Enjoyment**

Young Leaders

Leadership Team Selection

Art Inter-House

Christmas Disco

English Inter-House

Maths and ICT Trip

English Inter-House

Ambition Lecture

Charity Bag



Find Out 3 Facts About GSA



Visit Our Website

Attend Our Transition Day



Visit Our Social Media Channels

SCHOLAR



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CHARACTER FOR LIFE

Our Mission Statement at George Salter is to defy all disadvantages and to ensure that we are ambitious for every student who attends. The Character for Life Programme has been designed to achieve this by instilling values along the way which will help students flourish in later life and contribute to society in a positive way. The Character for Life Programme will prepare students for the 'tests of life' and not a 'life of tests', whilst developing their personal character around Performance, Moral, Civic and Intellectual values. The Character for Life Programme is broken down into 4 key areas: Pastoral, Curriculum, Volunteering/ Outreach and our flagship Salter Scholar program. We have mapped Moral, Performance, Civic and Intellectual values to a quadrant. This will allow the student completing the programme to develop a range of character traits at one time.

Pastoral

At George Salter Academy, we take our pastoral programme very seriously. Students receive 20 minutes of dedicated tutor time each morning with a varied curriculum consisting of: An Assembly, e-Briefing, Votes for School topic, Character Reading and a Personal Development session. Through this area of Character for Life we hope to develop articulate young people who can demonstrate moral values such as Courage, Gratitude, Respect and Honesty. Students will show these values through activities such as the weekly reflections in their planner, being on time for school and taking an active part in the assembly rota.



“Safeguarding of
our students is
of paramount
importance”



Curriculum

Character in the curriculum here at George Salter Academy is an integral part of developing our students' Intellectual values of autonomy, critical thinking, curiosity, judgement, reasoning, reflection and resourcefulness. Character development is embedded throughout the student's curriculum journey across the key stages and there are specific curriculum trips aligned with all departments as students' progress through their 7 years at the Academy. There are clear character links throughout subject departments and students are encouraged to demonstrate relevant character values as they progress through their curriculum concepts.

Outreach and Volunteering

We want all students who leave George Salter Academy to know and value the importance of contributing to the wider society. We want our students to become responsible citizens who have a positive influence on others to do the right thing, even when nobody is watching. Through this area of Character for Life we hope to develop students' Civic values of Neighbourliness, Service, Volunteering and Citizenship. Students will show these values through activities such as their charity work, #WeWill initiative and our community engagement work.

Salter Scholar

The Salter Scholar Journey that students take here through their 7 years at George Salter Academy is one that will enrich their character development. We want our students to access a range of curriculum-based trips, have an increased awareness of National Days and Events, participate in a range of enrichment activities, gaining additional qualifications, experiencing a range of guest lecturers, earning rewards and taking an active leadership role within our Academy. This journey is one that will see students grow into confident learners and focuses on their Performance Values of Confidence, Determination, Motivation, Perseverance, Resilience and Teamwork.



Mental Health **MENTAL HEALTH**

Developing our student's social and emotional skills is essential to developing a confident, resilient and self-regulating learner. We take great pride in embedding a positive mental health culture and curriculum here at GSA through our curriculum, PSHE education and targeted support within our Inclusion department. We are committed to supporting students in enhancing their mental health and wellbeing eliminating personal barriers to their learning.

We all have mental health, just like we have physical health. Mental health is our emotional, psychological and social well-being. It affects how we think, feel, and act. So, being mentally healthy means we feel good about ourselves, we're able to manage our emotions, and make sustainable positive relationships.



Mental Health Co-ordinator – “Here to support with the mental health and wellbeing of staff, students and parents”
 - Cherelle Moore

Mental Health First Aider Team – “Here to administer first aid to thoughts, feelings and emotions and advise self-help strategies or signpost to external agencies”

- Tina Dale (Safeguarding Officer), Cara Bradley (SENCo), Sangeeta Philora (LAC Co-ordinator), Laura Cook (LSA), Amarjit Parmar (Attendance Officer) Jessica Round (Assistant SENCo), Carmen Atherton (SEMH Mentor)

STEPS Department – “Our Inclusion department and are here to support students with eliminating personal barriers to learning and developing their social, emotional and mental health through one to one and group mentoring”

This is our school

...these are our rules

RESPECTFUL

to be respectful I will

- show respect for everyone in the academy
- show respect for all staff by following requests first time
- show respect to my peers' right to learn
- show respect by taking care of any equipment that I use
- show respect for the environment

RESPONSIBLE

to be responsible I will

- take responsibility for my own learning by bringing in the correct equipment each day and completing all work to the best of my ability
- take responsibility for my actions everytime and not seek to blame others
- take responsibility for my own progress by acting upon teachers advice with positivity
- take responsibility for my attendance and punctuality each day
- take responsibility for my behaviour by ensuring I am the best person I can be every day

SAFE

to be safe I will

- keep myself safe travelling around the academy by walking on the left and holding doors open
- keep myself safe in all lessons by listening to the advice from teachers, asking when I am unsure and when using specialist equipment
- keep myself and others safe in the academy by reporting any concerns through the SHARP system
- keep myself safe by using digital technology appropriately
- keep myself safe to and from school by not putting myself or others into danger with my actions



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INCLUSION

We are a mainstream Academy; we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped, and the Academy interventions or resources we normally put in place do not enable improvement. We have specific intervention programmes which help and support development and enable progress to be accelerated.

Our teachers closely monitor the progress made by all students and ask advice from the SENCo/Assistant Principal as soon as they have concerns about any student. The SENCo will support teachers with planning specific teaching and learning activities (such as producing individualised differentiated work) and they may enrol students on specialist intervention programmes to offer additional support. If these activities do not help the student to make better progress, the SENCo/Assistant Principal might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student's progress is still significantly below that of their peers, the SENCo/Assistant Principal, Progress Lead/Student Welfare Manager will meet with parents/carers and student in order to collectively agree what additional SEND support will be put into place. We regularly review data for all students and evaluate the impact of interventions. Subsequent interventions will be put in place if needed and referrals may be completed for external agency support. We conduct staff and student voice sessions where the contributions of both are considered. The SEND team will assess and review the progress of all students with SEND at key data points in the year. The SEND team focus upon academic progress, and the pastoral team focus upon attendance, behaviour, attitude to classwork and homework.

As an Academy we have the highest possible expectations for all of our students. All teaching and learning is based on your child progressing and making the expected or above expected progress. The Academy will put in place a variety of different teaching and learning techniques so that your child is fully involved in learning in class; the teacher will put in place specific strategies which may be suggested by the SENCo or specialists from outside agencies to enable your son or daughter to access the learning tasks. We also have an extensive study support programme that will enable students to achieve their full potential. Our SEND policy is also accessible on our website and will give you the information you need about how we make provision for all students with SEND. You can access all Academy policies on our website in the tab entitled "Key Info". If you would like to discuss our SEND provision or find out more, please contact our SENCo via email: c.bradley@georgesalter.com.

STEPS programmes

Our STEPs programmes, support students with eliminating personal barriers to learning through:

- Academic intervention
- Therapeutic mentoring programmes
- Extra-curricular clubs
- Mental Health First Aid
- External agency interventions

The STEPs department supports over 200 students per academic year through small group or one to one work with our dedicated team of Social, Emotional and Mental Health Mentors. Through our unique interventions like Craft-Esteem and extra-curricular clubs such as Growing Together, we support students with developing the skills and confidence they need to learn and aid them in making the best possible decisions socially and emotionally.

We have a team of Mental Health First Aiders, who are key points of contact to support students during mental health distress or concerns. Mental Health First Aiders' role is to listen, assess, listen, give reassurance, encourage engagement with mental health services and encourage self-help strategies.



YEAR GROUP RE

DATA

SCHOOL COUNCIL REPS

ICE

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George Salter Academy, Davey Road
West Bromwich, West Midlands, B70 9UW

Tel: +44 (0)121 553 4665
Email: info@georgesalter.com

Academy policies, including safeguarding,
are available on the website:

www.georgesalter.com