



**GEORGE
SALTER
ACADEMY**

AMBITION | BELIEF | COURAGE



George Salter Academy

Prospectus

**“One World
in One School”**



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

Rupi Bellingham, Head of School

Welcome to George Salter

We 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.

Rupi Bellingham, Head of School
Adrian Price, Senior Principal



Pupils value diversity and embrace the school’s ethos of ‘one world in one school’. They enjoyed sharing their own cultural backgrounds on ‘culture day’.

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GSA Mission

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.





GSA Sponsor

GSA is a member of Ormiston Academies Trust (OAT), one of the largest not-for-profit multi-academy trusts in England.

Its aim as a charity, alongside its schools, is to help provide local children with a great education. OAT is one of the longest established trusts, sponsoring academies since 2009.

OAT's mission and values

OAT's mission is to ensure every child has excellent learning opportunities, inside and outside the classroom, which enrich their lives and afford them choice and opportunity in the future.

OAT's mission is underpinned by its five values:

- **Ambition:** we believe everyone can achieve, and we aspire for excellence in all we do
- **Learning:** we are always learning and see development as the route to improvement
- **Perseverance:** we embrace challenge and learn through doing difficult things
- **Collaboration:** we achieve more through working together
- **Inclusion:** we break down barriers to learning and participation

The School Day

The school day starts at 08:40 with registration and form taking place from 08:40 until 09:00.

- Period 1: 09:10 – 10:00
- Period 2: 10:00 – 10:50
- Break: 10:50 – 11:10
- Period 3: 11:10 – 12:00
- Period 4: 12:00 – 12:50
- Lunch: 12:50 – 13:30
- Period 5: 13:30 – 14:20
- Period 6: 14:20 – 15:10

Currently, students spend 6 hours 30 minutes per day at the academy, equal to 32 hours 30 minutes per week.

Term dates are available on the school website. School uniform and meal information are available on the school website too.

Salter Sixth

Everybody has individual needs and aspirations, and we firmly believe that as a fully inclusive post-16 centre we are able to cater for you. This means offering a range of both academic and vocational Level 3 courses (A Level) to students. All students have individual programmes of study to meet their individual needs. View the [Sixth Form Courses](#) on the school website to discover the full range of courses on offer to students joining post-16.

The choices ahead of you are extremely important and we appreciate that you are not only interested in the courses that are on offer, but also the care, guidance and support that is in place to give you the very best opportunity to achieve your maximum potential. View the pages about [Student Life](#) on the school website where you will find out more about the support offered.

We also appreciate that you will want to take part in a vibrant electives programme, and that you will want extra enrichment opportunities to enhance your CV and broaden your perspective, as well as having your voice heard within the Academy. More information can be found in the [Student Life](#) pages.

Salter Sixth is housed in a purpose-designed block with a dedicated entrance for sixth form students only. Find out more in the [Our Facilities](#) pages of the website.



If you decide to apply to our Sixth Form, visit the [Admissions](#) page where you will find the application form, a link to the [Post-16 Application Form](#), details of key dates and the open evening, and the opportunity to request an individual visit or more information. Then explore the other pages listed here to get a true view of what it means to be a post-16 student, at George Salter Academy.

Curriculum

Our seven-year curriculum journey aims to build on the foundations of learning at Key Stage 2. 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 the 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:

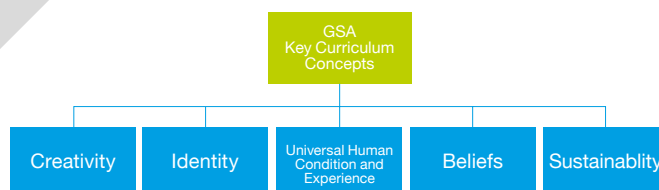
- Provides opportunities for deep learning
- Promotes wider inter cultural understanding
- Promotes our students' mental and physical wellbeing
- Enables our students to become happy and successful members of society

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, 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.

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Well-organised, all teachers are very accommodating and transparent about my child's progress.

Parent



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.

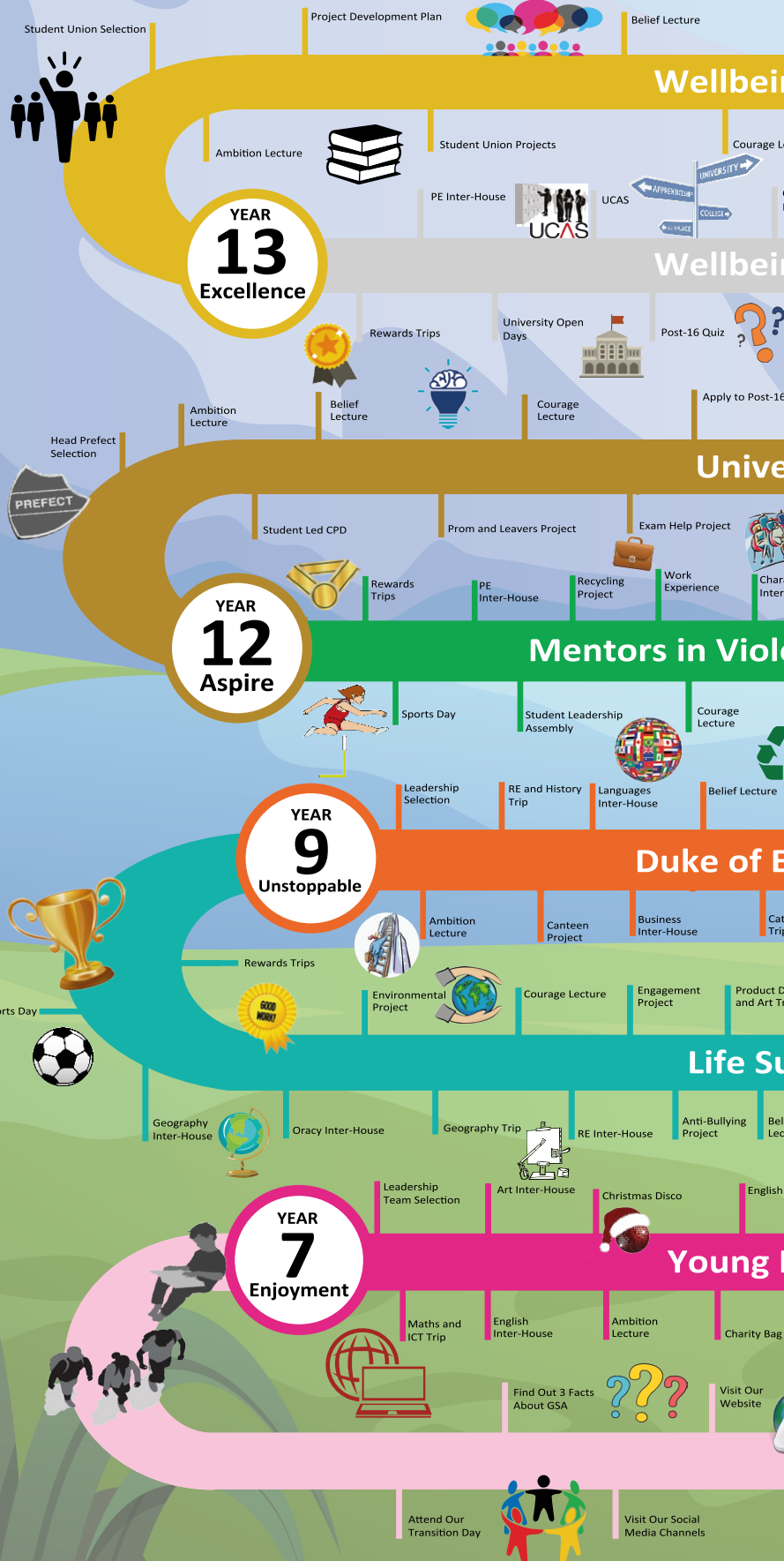
Curriculum options in Years 10 and 11 include:

Art and Photography, Textiles, Business, Catering, Geography, History, Computer Science, ICT, French, Spanish, PE, Sports Studies, Dance, Design and Technology, Drama, Music, Music Technology and RE.



Teachers use their strong subject knowledge to help pupils makes sense of new concepts and ideas. They regularly check that pupils have understood their learning. This helps teachers to identify what needs to be revisited in a later lesson. Pupils know how to improve their work because of the quality of the feedback they receive.

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SCHOLAR



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Salter Scholar

'Our Mission Statement at George Salter is to defy all disadvantages and to ensure that we are ambitious for every student who attends.'

The Salter Scholar 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. Salter Scholar 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 virtues and developing the values that underpin them.

Students have the opportunity to achieve aspects linking to all four virtues throughout the year which can lead them to graduating from their year group Salter Scholar journey each year.'

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 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.

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 students' curriculum journey across the key stages and there are specific curriculum trips aligned with all departments as students progress through their seven 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 and our community engagement work.

Salter Scholar

The Salter Scholar Journey that students take here through their seven 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

Developing our students' 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 wellbeing. 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 First Aider Team

"Here to administer first aid to thoughts, feelings and emotions and advise self-help strategies or signpost to external agencies" are our Safeguarding Officer, SENCo, LAC Coordinator, Attendance Officer and SEMH Mentor. Contact: 0121 553 4665 ext 5232

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I received a warm welcome on arrival, and received a handbook which was very helpful. Everything went very smoothly, all staff were welcoming, and it came across that they were happy to be there, which is always reassuring.

Parent

Support Towards Educational Progress (STEPs) Department

"Our Inclusion department is 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". Contact: 0121 553 4665 ext 5232.

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 Officer will meet with parents/carers and the 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 focuses upon academic progress, and the pastoral team focuses 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 "Key Info" tab. If you would like to discuss our SEND provision or find out more, please contact our SENCo via email: S.Ralh@georgesalter.com.

STEPs programmes

Our STEP's programmes, support students with eliminating personal barriers to learning through:

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

The STEP's 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 extracurricular 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.

British Values

George Salter Academy prides itself on being "One World in One School".

Driven by our ethos of "love, respect and care", we are proud of our place at the centre of the ethnically diverse town of West Bromwich. We recognise and embrace the multi-cultural, multi-faith nature of our town and nation.

At GSA we believe that we have a vital role in ensuring that our young people are safeguarded against the threat of radicalisation. Our Admissions and Equal Opportunities Policies seek to ensure that everyone in our Academy gains the education they are entitled to, guaranteeing that there is no discrimination against any one individual or group of people, whatever their background. The Government has mandated all UK schools to promote and teach “British Values”. These Values are set out in the Government’s “Prevent Strategy” and are the belief in:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

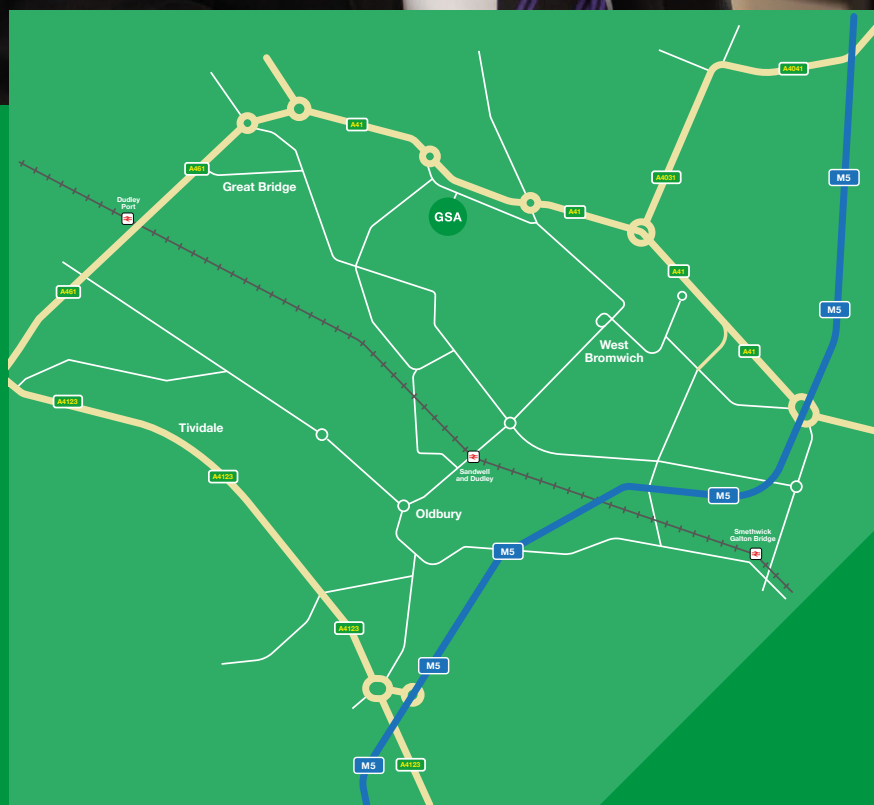
We strongly believe that we have always openly advocated and promoted these values. Our teaching of the National Curriculum enables us to promote these British Values.



The school’s work to support pupils’ personal development is commendable. Through the carefully mapped personal, social, health and economic (PSHE) education curriculum, alongside assemblies and tutor time, pupils learn about wider British society and being a good citizen. They have the opportunity to gain leadership qualifications as part of the Salter Scholar programme.

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