



June 2017

GOOD Ofsted Report for George Salter Academy

Dear Parent/Carer/Student,

I am writing to let you know the pleasing results of the recent Ofsted (Office for Standards in Education) inspection on 18th/19th May 2017. The inspection was initially a monitoring visit (section 8 inspection) but converted to a full inspection (section 5 inspection).

The judgements on George Salter Academy were:

- | | |
|--|-----------------|
| ✓ Overall effectiveness: | Good (2) |
| ✓ Effectiveness of leadership and management | Good (2) |
| ✓ Quality of teaching, learning and assessment | Good (2) |
| ✓ Personal development, behaviour and welfare | Good (2) |
| ✓ Outcomes for pupils | Good (2) |
| ✓ 16 to 19 study programmes | Good (2) |

George Salter Academy was judged to be a GOOD school. This is an excellent result for the Academy and it is good to know that the work we are doing to prepare our students for the working world is so highly regarded. This set of grades continues to demonstrate the real progress that the school has made and continues to make. We should all be proud of the work that we have done as students, staff and parents to make this outcome possible. Here are some highlights from the report:

Summary of key findings for parents and pupils

- ✓ **Leaders have the capacity to successfully drive improvements at the school.**
- ✓ **The school's culture of safeguarding is exemplary. Pupils benefit from high levels of care and support.**
- ✓ **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.**
- ✓ **Teachers have good subject knowledge and are passionate and enthusiastic in lessons.**
- ✓ **Overall outcomes at the end of Year 11 and 13 are at least as good as the national average.**

Effectiveness of Leadership and Management

- ✓ **The principal, senior leaders and the interim advisory board (IAB) are ambitious for the school and are leading improvements effectively. They have taken rapid and robust action to successfully address the safeguarding concerns identified at the last inspection.**
- ✓ **Staff are supportive of the decisions leaders make and work hard to support them. Staff benefit from training and development opportunities, which strengthen their skills to meet leaders' expectations.**
- ✓ **Middle leaders are enthusiastic and fully involved in the school's development.**
- ✓

The school offers a wide range of extra-curricular activities including sports and arts clubs. Along with the taught curriculum, the additional activities the school provides make a strong contribution to pupils' social, moral, spiritual and cultural education.

- ✓ *Leaders use pupil premium funding to address the barriers disadvantaged pupils face. Funds are spent well on a variety of programmes to support pupils academically and pastorally.*
- ✓ *Extra funding is used well, for example, to train teachers about ways to support pupils with additional needs in class.*
- ✓ *The Year 7 catch-up funding is used effectively to support pupils who enter the school with low attainment in English and/or mathematics.*
- ✓ *Leaders' judgements about how well the school is doing are accurate. They can provide evidence to support their evaluation.*

Safeguarding

- ✓ *The arrangements for safeguarding are effective.*
- ✓ *Staff identify a huge positive change in safeguarding culture at the school. Changes to procedures introduced since the previous inspection are well embedded.*
- ✓ *The exemplary ways that the school leads and manages safeguarding are now used as best practice within OAT. Consequently, pupils in other schools benefit from this school's approach to safeguarding.*
- ✓ *A good standard of teaching, learning and assessment has been maintained since the previous inspection.*
- ✓ *Where teaching is most effective, teachers are lively and enthusiastic, which is infectious. As a result, pupils participate in lessons and are keen to learn.*
- ✓ *Teachers make sure that they take opportunities in lessons to develop pupils' spiritual, moral, social and cultural development.*
- ✓ *Teachers know their pupils well and take account of this in the lessons that they plan.*
- ✓ *Teachers generally use excellent questioning skills that encourage discussion and thought. Pupils regularly contribute to learning through the answers they give, and often these answers benefit the learning of their classmates.*
- ✓ *Teachers carefully consider pupils' progress over time in their planning.*

Personal Development, Behaviour and Welfare

- ✓ *The school's work to promote pupils' personal development and welfare is good.*
- ✓ *Leaders make sure that high levels of care and support exist for pupils.*
- ✓ *Pupils benefit from an extensive and wide-ranging programme that helps them learn about ways to keep themselves safe and well.*
- ✓ *Leaders ensure that a wide range of clubs, trips and other activities are available outside lessons. Pupils' personal development benefits from participating in extra-curricular activities because they strengthen relationships with each other and their teachers.*
- ✓ *Pupils benefit from a well-planned programme of careers information, advice and guidance.*
- ✓ *Pupils are tolerant and respectful of each other. They know that abusive and discriminatory behaviour are unacceptable.*

Behaviour

- ✓ *The behaviour of pupils is good.*
- ✓ *Pupils show pride in their school by wearing their uniform correctly and neatly. They keep the environment free from damage and litter. Pupils take pride in their work and their books are neat and tidy.*
- ✓ *Pupils' attendance continues to be slightly better than the national average for all pupils.*

Outcomes for Pupils

- ✓ **GCSE results in 2016 show that pupils' rates of progress in English, mathematics and a range of other subjects were similar to that of all pupils nationally.**

16 to 19 Study Programmes

- ✓ **Leaders of post-16 provision have high expectations of students in the sixth form. Their leadership has a positive impact on teaching and outcomes.**
- ✓ **In 2016, students' overall outcomes in academic qualifications were well above the national average. Progress was outstanding in psychology, business, law and history and similar to the national average in many other subjects.**
- ✓ **Sixth-form leaders ensure a wide range of academic and applied general qualifications are available for students. This range meets students' interests and aspirations. Students are particularly proud of the range of non-qualification activities that are available to them such as the 'electives' programme.**
- ✓ **Clear and helpful careers information, advice and guidance successfully supports many students to gain places in university.**
- ✓ **Teachers use information about students' starting points to plan lessons that develop learning and understanding.**

The following are areas that the team said we needed to work on. We are working on plans to address these:

- *Further strengthen leadership by establishing clearer links between self-evaluation and development plans.*
- *Further improve the impact of teaching and learning across the school by:*
 - *ensuring that teachers check pupils' understanding during lessons and use this more effectively to shape learning*
 - *providing more opportunities for pupils to develop their resilience by reflecting and learning from any errors they make*
- *Successfully tackle the remaining differences in the performance of different groups of pupils in the school.*
- *Drive improvements in attendance across all key stages by working with pupils who are frequently absent from school and their families so that the attendance of these pupils is improved.*
- *Ensure that the culture of high expectations is reinforced through the development of rewards that recognise and incentivise pupils.*

Everyone, including staff, parents, students and Governors have worked so hard to get us to this point and I thank them sincerely for everything they have done. Staff and Governors, supported by the Ormiston Academies Trust, are determined to continue the process of improvement. The support of both pupils and parents will be vital in ensuring continued success.

This letter and report are available on our website but the following pages are the full report.

I am incredibly proud of what we have achieved to date. The Good Ofsted report tells us that the direction we are heading in is the right one for George Salter Academy and our community.

Thank you for your continuing support. It is vital that we all continue to work together to achieve the very best for all.

Yours sincerely



P Patel
Principal