

George Salter Academy

Davey Road, West Bromwich, West Midlands B70 9UW

Inspection dates 2–3 March 2016

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Good
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is ineffective. Leaders, governors and Ormiston Academies Trust (OAT), the academy sponsor, have not ensured that the school's safeguarding policies and procedures meet current government guidelines and are routinely, consistently and rigorously applied.
- Leaders have not ensured that all staff have received appropriate safeguarding training. As a result, some staff are unaware of the procedures to ensure pupils are safe from potential risks and harm, such as those presented by extremism or radicalisation.
- The school's leaders have an inaccurate view of its strengths and weaknesses.
- Leadership is weak at all levels. Some leaders do not evaluate the impact of their work sharply enough. As a consequence, leaders and staff are unable to intervene quickly when issues arise.
- Senior leaders have not held pastoral leaders to account for the weaknesses in how they monitor and evaluate the impact of their work.
- The most-able pupils do not always do well, particularly in mathematics.
- Governors are unclear about their roles and responsibilities and have failed to hold senior leaders to account with sufficient rigour. For example, they have not evaluated the impact of the Year 7 catch-up funding.
- The school's work to promote pupils' personal development and welfare is inadequate because pupils are not safe.
- The school's curriculum in key stages 3 and 4 does not fully prepare pupils for the potential risks and dangers they may face.
- Pupils' behaviour requires improvement because a few pupils disrupt the learning of others and do not present their work to the standards expected by the school.
- The sixth form is inadequate because safeguarding is ineffective. The 16 to 19 study programmes are very well led. Learners benefit from good-quality provision, enabling them to make good progress both socially and academically.

The school has the following strengths

- There are examples of effective practice. The systems for monitoring the quality of teaching, learning and assessment are secure.
- Pupils' reading skills are developed well.
- Pupils make good academic progress due to the good teaching they receive. Pupils' spiritual, moral, social and cultural understanding and skills are well developed.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- As a matter of urgency, ensure all safeguarding policies and practices meet current government guidelines and statutory requirements.

- Improve safeguarding by:
 - securing effective leadership for safeguarding and pupils' welfare
 - providing training for all staff in safeguarding, child protection and the potential risks of radicalisation and extremism
 - ensuring that all staff know and understand the procedures to follow and who to go to when they have a concern about a pupil's well-being or safety
 - ensuring governors know and understand their safeguarding roles and responsibilities as outlined in the latest version of the Department for Education's document 'Keeping Children Safe in Education'
 - making sure that pupils' non-attendance is always followed up swiftly, that very prompt action is taken when a pupil's whereabouts are not known, and that all actions are routinely and clearly recorded in line with the school's policy
 - making sure all pupils have the necessary knowledge, skills and understanding to avoid or deal with the potential risks and dangers associated with radicalisation, extremism, female genital mutilation, child sexual exploitation and the carrying and use of offensive weapons.

- Improve the effectiveness of leadership and management, including governance, by:
 - making sure leaders work with pace and urgency to bring about rapid improvements in safeguarding procedures
 - checking the effectiveness of safeguarding procedures, including those for following up non-attendance
 - making sure that the school complies with all statutory requirements
 - ensuring leaders and governors have the necessary knowledge, skills and understanding to carry out their roles and responsibilities efficiently and successfully
 - ensuring the academy sponsor and governors routinely and rigorously hold leaders to account for their actions
 - ensuring governors robustly evaluate the impact that the Year 7 catch-up funding is having on helping eligible pupils catch up with their classmates in English and mathematics
 - making sure the progress of pupils attending off-site courses is carefully tracked, checked and evaluated
 - ensuring all school leaders routinely analyse the information they have about pupils' progress, behaviour and welfare in order to have an accurate view of the school's strengths and weaknesses and to implement appropriate action plans.

- Improve the quality of learning, teaching and assessment by:
 - making sure that lessons are appropriately paced and that all pupils are fully engaged in their learning, avoid disrupting the work of others and produce and present work that truly reflects their ability
 - making sure the most-able pupils are challenged more consistently in all subjects so that they make better progress, particularly in mathematics.

An external review of governance, including the school's use of the Year 7 catch-up fund, should be undertaken in order to assess how these aspects of leadership and management may be improved.

It is recommended that the school does not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- The school's arrangements for safeguarding pupils do not meet statutory requirements, giving serious cause for concern. Leaders cannot be sure that pupils are kept safe.
- Leaders with responsibility for safeguarding and pupils' welfare do not have the necessary knowledge, skills and understanding to make sure pupils are safe from potential risks and dangers.
- Teachers have not had the necessary safeguarding and child protection training. The school's safeguarding policy is not fit for purpose. It does not make clear the procedures that should be followed in order to keep pupils and learners safe. As a consequence, a large number of staff are unclear about what to do to ensure pupils are safe. For example, staff do not have a consistent view on how incidents should be recorded and reported. In addition, a very small minority of staff have behaved inappropriately as they are unclear about school procedures.
- Leaders' self-evaluation is weak. They do not routinely and rigorously check and evaluate the impact of their work. They do not have an accurate picture of the school's strengths and weaknesses and their views of their effectiveness are overgenerous. As a result, they are slow to respond to emerging concerns and issues.
- The school's monitoring of attendance is disorganised. When pupils do not arrive at the school, parents or carers are texted and if no response is received pastoral managers telephone parents. However, the outcomes of these telephone calls are not recorded properly, either on a daily basis or over time. This means that leaders are unable to check if absence is being followed up properly or if appropriate action is being taken when a pupil's absence raises a concern. This is a serious safeguarding issue.
- The school records behaviour-related incidents electronically, which allows information about the number of incidents of different types to be collated as required. However, the analysis of this information is inadequate. Consequently, leaders do not know whether different aspects of behaviour, such as disruption in lessons, are getting better or worse over time.
- The school's curriculum is imaginative, well balanced and features a broad range of subjects that support the needs and aspirations of the pupils and learners. Pupils' understanding and appreciation of British values is well developed. The growth of pupils' spiritual, moral, social and cultural knowledge, skills and understanding is a strength of the school's work. However, while pupils receive information about some aspects of keeping safe, there are significant gaps in what they are taught. For example, a very large majority of pupils are unclear about the risks posed by individuals or groups who might try to persuade them to act in an antisocial or unlawful way.
- Pupils greatly appreciate the range of extra-curricular activities that include educational visits and clubs for drama, dance, art and sport.
- Pupils are given clear guidance and helpful careers information which prepares them for the next stage of their education, training or employment. As a result, the vast majority of pupils leaving the school find work or an appropriate education or training course.
- The leadership of learning, teaching and assessment is effective. Efforts to increase the impact of marking have been largely successful although there are still some inconsistencies. Teachers are highly appreciative of the training and development opportunities that are provided to improve their teaching and have benefited from working in collaboration with colleagues.
- The school's special educational needs coordinator ensures that pupils who have special educational needs or disability are taught well and receive appropriate and effective intervention and support. This helps to ensure that they make good progress.
- The performance of teachers is managed effectively. Not all eligible teachers received pay progression last year, as they did not fully meet expectations. Where this is the case, appropriate support is provided.
- **The governance of the school**
 - Governance is inadequate. The local governing body and the academy sponsor, OAT, have not ensured the school's policies and procedures are fit for purpose and comply with current government requirements. Safeguarding procedures, including attendance and behaviour, are not adequately reviewed and evaluated by senior leaders and governors. As a result, safeguarding is ineffective. Governors have not ensured that the Department for Education's document 'Keeping Children Safe in Education' is used to inform their and other leaders' practice.
 - Governors have not had the training they need to help them understand their safeguarding roles and

responsibilities. Governors do not always receive information from leaders in a format that helps them challenge leaders' assertions about the quality of the school's work.

- Governors have not ensured that the school complies with all statutory requirements. For example, an annual report on the provision for children looked after by the local authority has not been completed.
- Pupil premium funding is used effectively. For example, information provided by the school shows that gaps in progress between disadvantaged pupils and others in the school have closed in Years 7 to 11. However, the tracking and evaluation of the Year 7 catch-up fund is inadequate.
- The arrangements for safeguarding are not effective. School leaders and governors have not ensured pupils are safe. Policies and procedures do not meet requirements and leaders in prominent positions do not have the knowledge and understanding to make sure improvements are rapidly implemented. Record-keeping, information-gathering and the analysis of the school's safeguarding work is disorganised and weak. The checks made on staff's suitability to work with children, however, are appropriate and effective.

Quality of teaching, learning and assessment is good

- The work in pupils' books shows that almost all teaching over time is good. Teachers have good subject knowledge and use this to plan and deliver engaging and interesting learning activities. As a result, most of the pupils do well in a range of subjects.
- Teaching in English is strong and leads to pupils making good progress. When asked, the majority of pupils said that they enjoy reading. Information provided by the school shows that pupils' reading skills develop quickly as a result of effective teaching and focused intervention for pupils struggling to read fluently. Pupils' understanding of what they have read is good and this enables them to access and understand a range of books and other forms of written material.
- Most teachers help pupils to develop their writing skills. Teachers reinforce subject vocabulary and provide clear guidance on how pupils can improve their writing. As a result, a large majority of pupils are improving the quality of their writing for different purposes and audiences.
- Questioning in most of the lessons is used effectively to check pupils' understanding and to develop their thinking skills. Pupils commonly receive written feedback that helps them to understand where they have made mistakes and how to improve their work.
- Teachers set and mark regular homework that supports pupils' progress in a wide range of subjects. The effectiveness of homework tasks are regularly reviewed by the leader in charge of monitoring the quality of learning, teaching and assessment.
- There is a stimulating range of extra-curricular activities such as sports, drama, art and dance clubs. A number of pupils spoke enthusiastically about the opportunities they have to take part in performing arts and to travel abroad to perform their dances.
- The most-able pupils do well in the majority of subjects across the school. However, in some classes, for example in mathematics, the most-able pupils are not challenged to deepen their knowledge and understanding.
- Positive relationships between pupils and teachers and among pupils create an effective learning atmosphere. Most of the pupils demonstrate a positive attitude to their learning. However, when the pace of the lesson is inappropriate, a few pupils lose concentration, disrupt the learning of others and do not produce work that matches their ability or the school's expectations.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate as pupils are not safe. Systems and procedures to keep pupils safe are weak and do not ensure pupils are safe all of the time.
- Not all staff have received appropriate and detailed safeguarding training. Senior leaders cannot be sure that all staff in the school have received child protection training, particularly for reducing the risks of radicalisation and extremism.
- In key stages 3 and 4, there are significant gaps in what pupils are taught about how to keep safe and

stay safe. For example, most of the pupils who spoke with inspectors did not fully understand the risks posed by groups or individuals who hold extremist values, views and beliefs.

- The records and analysis of, for example, attendance are haphazard and disorganised. In some cases information is missing. As a consequence, leaders cannot be sure that potentially vulnerable pupils are kept safe.
- The attendance of pupils attending off-site courses is checked appropriately. However, the academic progress of the pupils on these courses is not monitored effectively.
- The majority of pupils who spoke with inspectors said that they feel safe in the school and that bullying is rare. However, a significant minority said that some pupils bring restricted items into the school. In addition, a few pupils told inspectors that online bullying incidents are not always dealt with effectively by staff.
- The vast majority of parents who completed Ofsted's online questionnaire, Parent View, or who spoke with inspectors said that their child feels safe in the school.

Behaviour

- The behaviour of pupils requires improvement.
- A large majority of pupils behave well and demonstrate positive attitudes to learning. However, a few pupils disrupt the learning of others and fail to produce enough work of an acceptable quality and standard.
- Behaviour around the school is usually good. Movement around the school is generally calm and orderly. However, a few older pupils can sometimes be overly boisterous. Pupils who spoke with inspectors said that the behaviour in lessons is often better than that out of lessons.
- Pupils' attendance is consistently above the national average. Levels of persistent absence are below national figures.

Outcomes for pupils

are good

- Pupils typically enter the school with levels of attainment that are well below those seen nationally. By the end of Year 11, the proportion of pupils attaining five or more GCSE A* to C grades including English and mathematics is above the national average.
- Pupils currently in the school are making strong progress across a broad range of subjects, particularly in English, English literature, science, business studies, and art and design. Pupils' progress in modern foreign languages lags behind that of other subjects and was below national figures at the end of Year 11. However, the work in pupils' books shows that most are now doing well in this subject due to the improved teaching they now receive.
- Pupils make good progress in developing their reading skills. Information provided by the school shows that pupils with a low reading age on entry to the school make rapid progress as a result of appropriate teaching, support and intervention.
- Pupils' progress in mathematics at the end of Year 11 in 2015 was below the national average. The work in the majority of pupils' books shows that they have opportunities to reason mathematically and to solve a range of mathematical problems. As a result, the majority of pupils currently in the school are doing well and their ability to use and apply their mathematical knowledge and understanding is good.
- Pupils who are disadvantaged make good progress at George Salter Academy compared to other pupils in the school and nationally. This is particularly the case in English, science and humanities subjects.
- Pupils who have special educational needs or disability do well in a range of subjects, particularly in English and mathematics, as a result of the suitable teaching, intervention and support they receive.
- The progress made by the most-able pupils has not been strong enough in the past, particularly in mathematics. As a result, leaders have focused training on developing teachers' ability to deliver learning opportunities that challenge the most-able pupils. In addition, leaders are providing additional support for some of the school's most-able pupils. Information provided by the school shows that the progress of the most-able pupils is improving across all subjects but is still below that expected.
- Most of the pupils at the school are well prepared for the next stage of their education or training and employment. As a result, almost all of the pupils leaving the school at the end of Year 11 were successful in finding a place in further education or employment and training.
- Leaders have not routinely checked the progress of pupils in alternative provision. As a consequence, leaders are unable to accurately judge pupils' progress on these courses.

- Leaders have not checked the progress of Year 7 pupils needing to catch up with their classmates in English and mathematics. As a result, leaders are unable to accurately judge the progress of this group of Year 7 pupils. However, information provided by the school shows that most of the pupils in Year 7 are doing well in English and mathematics. In addition, the mathematics 'nurture group' is helping less-able pupils to improve their fundamental mathematical knowledge, skills and understanding.

16 to 19 study programmes are inadequate

- The sixth form is inadequate as the school's safeguarding procedures are ineffective.
- The sixth form is very well led. The sixth form leader has a clear view of the strengths and weaknesses of the 16 to 19 study programme and what needs to improve. Learners are appreciative of the support and guidance the leader provides. As a result, learners make good progress both academically and socially.
- Achievement in the sixth form over time is good. Learners do well in a range of academic courses, particularly in science and art. Learners studying vocational subjects in the past have not always made good enough progress. However, information provided by the school shows that learners currently in the sixth form are doing well.
- A large majority of learners are successful at improving their GCSE English and mathematics grades when a C grade is not obtained at the end of Year 11. This is due to the effective teaching and support they receive.
- Learners have a number of opportunities to develop their understanding of the world of work and British society through assemblies, the weekly tutorial programme, visiting speakers and work experience. This is of a much better quality than that seen in key stages 3 and 4. As a result, the vast majority of learners have a good understanding of fundamental British values and how to keep safe from the dangers of radicalisation and extremism.
- The sixth form curriculum is imaginative and promotes learners' academic, spiritual, moral, cultural and social development. Learners develop their knowledge and skills in a wide range of additional activities, for example in sport, music, art and the Duke of Edinburgh's Award scheme, through the weekly 'elective' programme.
- Teaching in the sixth form is good. Teachers have strong subject knowledge and use this to ensure learners are challenged and supported in their learning. Relationships between learners and staff are strong and lead to a purposeful and inspiring learning environment. Learners' behaviour and attitudes to learning are exemplary. They are confident, articulate and helpful. They act as appropriate and motivating role models for younger pupils in the school.
- Learners value the pastoral care and support that is available to them. Careers information, advice and guidance are effective. Learners are well informed about the options and pathways available to them. As a result, almost all of the learners leaving the school at the end of their studies are successful in getting their chosen further or higher education place or career choice. A growing number of learners are going to the most prestigious universities.
- Learners' attendance is good and the vast majority of learners who start in the school's sixth form complete their studies.

School details

Unique reference number	135234
Local authority	Sandwell
Inspection number	10017641

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,220
Of which, number on roll in 16 to 19 study programmes	240
Appropriate authority	The governing body
Chair	Steve Wall
Principal	Bob Banks
Telephone number	0121 553 4665
Website	www.georgesalter.com
Email address	info@georgesalter.com
Date of previous inspection	22–23 January 2014

Information about this school

- George Salter Academy is a much larger than average secondary school for pupils and learners aged 11 to 19. George Salter became an academy in September 2007 and is sponsored by the Ormiston Academies Trust (OAT).
- The vice principal at the previous inspection is now the school's principal.
- The large post-16 centre is part of a consortium with three other sixth form centres (Bristnall Hall Academy, Ormiston Sandwell Community Academy and Stuart Bathurst Catholic High School).
- The number of pupils eligible for support from the pupil premium (additional funding provided by the government) is above the national average.
- The percentage of pupils from minority ethnic groups is above average. A large proportion come from Indian, Pakistani and Bangladeshi backgrounds. Almost a third of pupils are White British.
- The proportion of pupils who have special educational needs or disability or an education, health and care plan is in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school sends a few pupils in Years 9, 10 and 11 to The Hub, Smethwick Enterprise Centre; The Allotment, Wednesbury on a part-time basis for additional courses and alternative provision in construction and horticulture.
- The school operates an Inclusion Centre and breakfast club on site for a small number of pupils.

Information about this inspection

- This inspection began as a section 8 no formal designation inspection as a result of concerns about the school's provision to safeguard and protect pupils. The lead inspector deemed the no formal designation inspection a full section 5 inspection at the end of the first day.
- Inspectors observed pupils' learning in 42 lessons across all year groups. A number of these lessons were jointly observed with members of the school's leadership team. The work in pupils' books was evaluated during these observations.
- Meetings and discussions were held with the principal, other school leaders, teachers, support staff and kitchen staff. Further discussions were held with members of the governing body including the chair of the governing body and representatives from OAT, the academy sponsor. A telephone conversation was held with a representative from the local authority.
- The views of the 74 responses to Parent View (Ofsted's online questionnaire) were considered. Inspectors also held telephone conversations and face-to-face meetings with a small number of parents. Questionnaire responses from 77 members of staff were also analysed.
- Inspectors spoke to a large number of pupils during meetings and informally during the course of the inspection.
- The inspection team scrutinised a wide range of documents, including the school's safeguarding and child protection policy documents and the checks made on staff's suitability to work with children. The school's admissions and attendance registers were evaluated. Further evidence was gathered from the school's information on pupils' current progress, behaviour and attendance. School improvement plans, the minutes of the meetings of governors and the school's records of the checks made on the quality of learning, teaching and assessment were also checked.
- Inspectors observed the behaviour of pupils as they arrived at the school, during break and lunchtimes, and as they left the school premises at the end of the day, as well as in lessons.

Inspection team

Peter Humphries, lead inspector	Her Majesty's Inspector
Chris Chapman	Her Majesty's Inspector
Alun Williams	Her Majesty's Inspector
Usha Devi	Her Majesty's Inspector
Sue Morris-King	Her Majesty's Inspector
Nigel Griffiths	Ofsted Inspector

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