



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Wath Academy

**PARENT AND COMMUNITY
ADVISORY BOARD (PCAB)**

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Firstly, I'd like to thank you all for giving up your time and for continuing to be a part of PCAB. Your views, opinions, support and challenge all make a significant impact at the academy.

I was asked the other day about the quality of relationships between school and parents, and I used PCAB as an example of how things have significantly moved on. We started with a very small number of parents (some of which were there to be sceptical) and now we have a thriving group of parents and carers who genuinely want to support the Academy. As leaders we look forward to PCAB events and gaining your feedback on our systems or new ideas, this is because the relationship with you is really important to us.

What makes PCAB work is that we all share a common goal; ensuring our students receive exceptional learning experiences. We will continue to work tirelessly to achieve this.

Thank you once again for everything you do.

Yours sincerely,

Liam Ransome
Principal





WHAT IS PCAB?

In order to reflect on the areas of strength and opportunities for development within our curriculum and wider provision, we have created the Parent & Community Advisory Board (PCAB) which meets once per half term, with the Senior Leadership Team and Governors.

The PCAB has a dual purpose:

- It allows parents/carers and members of the community to provide feedback to leaders on current systems, successes and areas for development
- It is an opportunity for the Academy to provide updates to our members on the progress we are making and share early thinking about upcoming developments.

OUR KEY DRIVERS

Wath Academy

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives



Our Key Drivers

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

OUR CURRICULUM INTENT



All students develop an inner belief and ambition to fulfil their dreams

Students acquire the knowledge, skills and character needed to live happy, healthy and successful lives. All are included and work hard to fulfil their potential regardless of background or starting point

All students develop a passion for life-long learning

An appetite for acquiring further knowledge, skills and awareness throughout their lives

All students gain first rate qualifications

Qualifications that ensure all doors remain open, giving our students the platform to compete and thrive on a global stage

All students develop exceptional character

Character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are fully prepared to flourish in an ever-changing world

All students develop high levels of cultural and global awareness

Awareness that develops through diverse experiences that enrich our students, enabling them to engage in, empathise with, challenge and debate current affairs beyond their local community

All students develop a love of reading

All students become confident, invested readers who see the power of texts in fostering imagination and curiosity; driving their education, personal development and success in life

All students become responsible citizens

Students that are responsible members of both the school and local community; who grow into grounded and humble adults, making a positive contribution to society

All students gain an array of positive school memories

Positive school memories which last a lifetime. Memories that are created from students, staff and our community being fully invested in forging exceptional relationships based on trust, care, high expectations and a passion for genuinely making a difference

OUR LEADERS



Mr Ransome
PRINCIPAL

VICE PRINCIPALS



Mr Hopkin
BEHAVIOUR AND
ATTENDANCE



Mr Swann
CURRICULUM (INTENT &
STRUCTURE), PUPIL
PREMIUM

ASSISTANT PRINCIPALS



Miss Jandu
Y10/11 OUTCOMES,
ASSESSMENT &
REPORTING, EXAMS



Mr Wesson
BEHAVIOUR AND ATTITUDES



Mr Shaw
ENRICHMENT, CHARACTER
EDUCATION, STUDENT VOICE,
SCHOLARSHIPS, CAREERS



Mrs Boyd
TEACHING &
LEARNING, WHOLE
SCHOOL READING

ASSOCIATE ASSISTANT PRINCIPALS



Miss Slasor
HEAD OF SIXTH
FORM, KS5
OUTCOMES



Mr Taylor
TEACHING &
LEARNING,
SATCHEL:ONE



Mrs Pritchard
ASSESSMENT CALENDAR,
Y10 OUTCOMES



Mr Meyerhoff
ATTENDANCE



Mr Davies
DSL, TRANSITION LEAD,
PCAB



Mr Wood
BEHAVIOURS,
CONSEQUENCE DUTIES,
ACTIVE SUPPORT,
REWARDS



Mrs Casey
KS3 CURRICULUM &
ASSESSMENT, TIMETABLE, Y9
OPTIONS



PCAB Questions and Answers

Transition – How can this be improved?

Question	Answer	Action
Will there be the opportunity for a Parents' Evening for Y7 students?	There is a Parents' Evening for each year group in the academic year. We have recognised that it would be worthwhile for us to present on key systems and policies at the start of the academic year for each new Y7 cohort.	From the next academic year, we will complete a presentation with key members of the Y7 team presenting to provide clarity for parents if they have any questions.
How can Wath Academy students be more involved in the transition process for Y6 students?	We believe that it would be impactful to take current Y7 students with us when visiting feeder primary schools. We have worked closely with our primary schools to ask for feedback and this is something that they would highly recommend also.	SDA to be accompanied by current Y7 students when visiting main feeder primary schools in June/July.
What happens if a Y6 student underperforms in their SATs?	We liaise closely with our feeder primary schools to ask for feedback on SATs results when we set students for the upcoming academic year.	To continue to liaise with feeder primaries around this.



Life Skills – How can this be improved?

Question	Answer	Action
Is there an opportunity to cascade the information down to parents, e.g. around dangers online?	Life Skills to be present in a parent information letter signposting to support and additional reading.	GWA to send letter to parents.
How do we know what is being taught on the Life Skills curriculum?	Parents can see the curriculum intent for Life Skills and the 39-week plan on our school website. These documents give a topical overview of what is covered.	
Are there other ways we could find out what is being taught each week?	<p>At the moment only the curriculum documents on the website tells you what is being taught. Parents can also email teachers to get specific updates.</p> <p>A further update is for us to include what is being covered in Life Skills in our weekly newsletter.</p>	LRA to work with Life Skills leaders to incorporate a 'what is being taught' section in the newsletter.



Behaviour and Expectations – How can this be improved?

Question	Answer	Action
<p>How will you ensure that the Academy remains below the national average for suspensions?</p>	<p>We constantly look at each incident on a case-by-case basis and reference a central tariff document to ensure consistency of sanctions. Decisions to suspend are always a last resort where behaviour interventions have not proved successful.</p>	<p>Senior staff to continue to monitor the national average figures and constantly look to provide support where necessary. We will look to increase the range of support from outside agencies to prevent extreme behaviours.</p>
<p>How do you aim to manage the described changes in student behaviour that has occurred over recent years?</p>	<p>The discussion around the increased use of social media, lack of sleep, increased distractions from technology are all a major problem in society. We need to be understanding of the effects this has on students.</p>	<p>We are looking to work with the Chimp Management company run by Sir Steve Peters to allow staff to better understand the changing nature of students and how their brains are affected by the increased use of technology.</p>
<p>How do you ensure that rewards stay relevant and meet student needs/ desires?</p>	<p>Each year we consult with students and staff to increase the range of opportunities within our rewards offer. We have constantly evolved the offer adding activities requested by students where possible.</p>	<p>Staff feedback groups are planned where staff will provide feedback from students around how we can refine the reward offer.</p>





Wath Academy



**Thank you for attending the meeting.
Your time and involvement in supporting PCAB is very much
appreciated.**

**Please use the email address
PCAB@wathAcademy.com
in order to provide further feedback.**



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