



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# Wath Academy

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

# INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

As we approach the end of the year I want to take this opportunity as I did in my video message to thank you once again for your commitment to the Academy. Working with you all has been an absolute pleasure yet again. It is refreshing as leaders to gain genuine, insightful feedback. The format of the meetings allow for candid feedback which can be discussed openly. We find that this has been the most useful vessel for parent/carer feedback.

The Academy has continued to improve this year, many of the systems and initiatives have been shared with PCAB allowing us to tweak our approach accordingly resulting in a better end product for students and parents/carers. This is the main reason for PCAB so it is great to see the positive impact it is having.

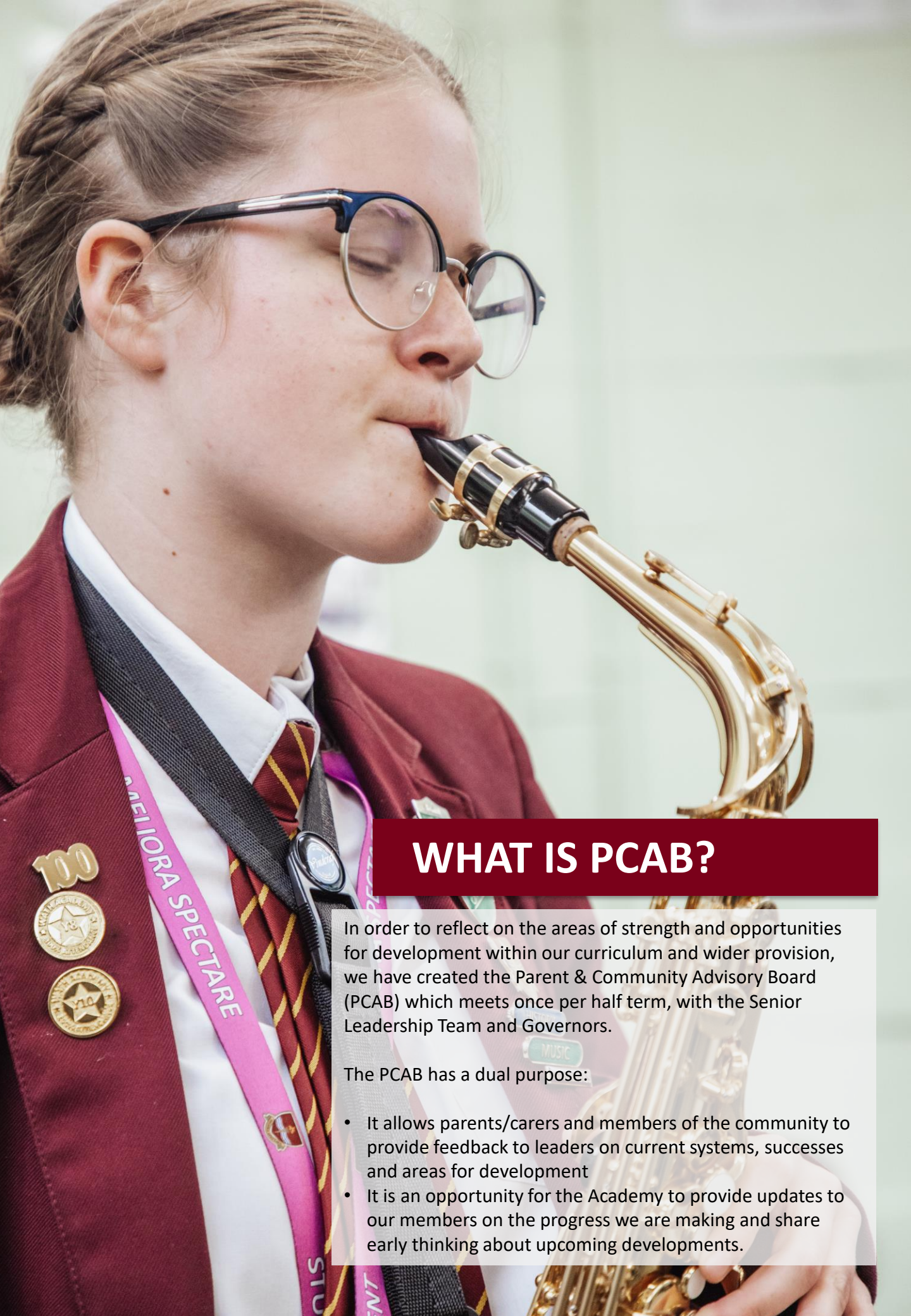
I hope that those of you who were able to attend the Academy Awards had a great evening. We were so proud of the students, they were exceptional.

Finally, I hope you all have a great summer with your families, thank you once again.

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**  
DSL, BEHAVIOUR AND  
ATTENDANCE



**Mr Swann**  
CURRICULUM AND  
ACADEMIC OUTCOMES

## ASSISTANT PRINCIPALS



**Miss Jandu**  
Y11 OUTCOMES



**Mr Wesson**  
BEHAVIOUR AND ATTITUDES



**Mr Shaw**  
KS3 CURRICULUM, ASSESSMENT AND  
REPORTING, CHARACTER EDUCATION



**Mrs Boyd**  
TEACHING AND  
LEARNING

## ASSOCIATE ASSISTANT PRINCIPALS



**Miss Slasor**  
HEAD OF SIXTH FORM



**Mr Taylor**  
ATTENDANCE, HOUSE



**Mrs Pritchard**  
ASSESSMENT CALENDAR,  
Y10 OUTCOMES



**Mr Meyerhoff**  
TEACHING AND LEARNING,  
HOMEWORK



**Mr Davies**  
Y11 AYL, Y6 TRANSITION,  
PCAB



**Mr Wood**  
BEHAVIOURS,  
CONSEQUENCE DUTIES,  
ACTIVE SUPPORT,  
REWARDS



**Mrs Casey**  
KS3 CURRICULUM AND  
ASSESSMENT, TIMETABLE, Y9  
OPTIONS



# PCAB Questions and Answers

## Mathematics – How can this be improved?

Question	Answer	Action
Are there any parent workshops that take place so that parents know methods to support students?	There are not currently any parent workshops that take place for this particular benefit, but this is something that we will implement next year from parent feedback.	Organise a range of online and in person workshops to support parents with appropriate methods to support students with a focus on Year 7 to start.
Is there a possibility of doing Maths interventions during tutor times like English?	The interventions that take place during tutor time are specialised and focused sessions to support specifically targeted students with their reading. We are passionate about our character education programme which takes place during tutor time and we want to ensure that our students can access this programme.	
Is Dr Frost homework linked to what is done in class?	All homework except for KS5 should be used for retrieval practice therefore should link to what has been taught in class. This might not be from the exact last lesson, but they should have covered these topics previously.	THA to ensure reminders are given to the teaching team that all homework should be to support with retention and retrieval.





## Mathematics – How can this be improved?

Question	Answer	Action
<p><b>Can there be more focused detailed assessment reminders on Satchel One for students to be more prepared for assessment?</b></p>	<p>Yes, for KS3 we think that we could be clearer around which skills are going to be tested at each learning cycle as the assessments directly match the journey of the 39-week plan. For KS4 and KS5 we don't provide topics as we want students to be prepared for the reality of them now knowing exact topics for each paper in their exams. In Year 10 we do have a series of weeks in the run up to trials where we do provide lists of topics to then be assessed informally in lessons to help them get used to revising and prepare for trials.</p>	<p>Ensure that reference to 39 week plans and topic headings are referred to when setting assessment reminders on Satchel One for KS3.</p>
<p><b>How is Maths homework checked as submitted/not submitted?</b></p>	<p>Class teachers check percentages of homework, and we ask for at least 75% correct or if they are unable to get 75% for them to have spent at least 30 minutes on the homework. We ask for this to ensure students make a good attempt at their homework. A good attempt could also be detailed working out that they bring in to support all their attempts online. This is then logged as homework complete or incomplete on Class Charts.</p>	<p>Make this clearer on all homework issued on Satchel One.</p>



## Year 11 Strategy – How can this be improved?

Question	Answer	Action
<p>Could you share the Year 11 Intervention Programme at the start of the intervention programme as a whole rather than week by week?</p>	<p>We have shared the week-by-week programme rather than the whole programme in the past due to the changes that can occur. These changes are inevitable when looking at such a large-scale intervention programme. We refine this every year and review the system reflecting on the changes made that year. Each year the number of changes during the programme does decrease. Sharing the full programme would be effective for parents and carers to help support us during the 6 weeks as well as see the bigger picture for interventions planned for an exam the following week.</p>	<p>To share the whole Exams &amp; Intervention Programme after The Final Countdown Event. This programme would be subject to change therefore must be made explicit to parents and carers when sharing.</p>
<p>Can you publicise the library being moved after school during the exam season?</p>	<p>We moved the library to a room on the first floor with computers which ran well, however halfway through the exams, we moved this to the ground floor to make the library accessible to all students more easily. This could have been advertised more to all students when the change occurred.</p>	<p>To have a notice in every social area as to where the library has been moved to.  Include the library move in every student briefing during exam seasons.</p>





## English – How can this be improved?

Question	Answer	Action
<p><b>Why are you using literature such as Blood Brothers?</b></p>	<p>Blood Brothers is known as a modern play that continues and build upon our curriculum threads such as fate, inequality and social class. Blood Brothers is on the GCSE English Literature curriculum and could be studied as a GCSE text. We choose to study Blood Brothers in Y9 to introduce students to concepts such as socialism vs capitalism and social class inequality for their study of An Inspector Calls in Y10. Additionally, given the play is a tragedy, it contains some of the key genre conventions which students will be exposed to in Shakespeare's Romeo and Juliet (for example a prologue, irony, fatal flaws and cross cutting scenes).</p>	<p>We continue to refine the English curriculum year to year. We review the texts studied and consider changings in societal and cultural attitudes.</p>
<p><b>Why do students at Wath Academy bother studying Shakespeare?</b></p>	<p>As well as Shakespeare being on the national curriculum for both KS3 and KS4, we believe that it is important to understand and explore a rich part of our literary and cultural heritage. Shakespeare's writing shaped the English Language we speak, read and write today. Additionally, his literary genres and characters are the foundations for many stories in the English Language.</p>	<p>We have conducted student voice on our Shakespeare schemes of work in the last year.</p>

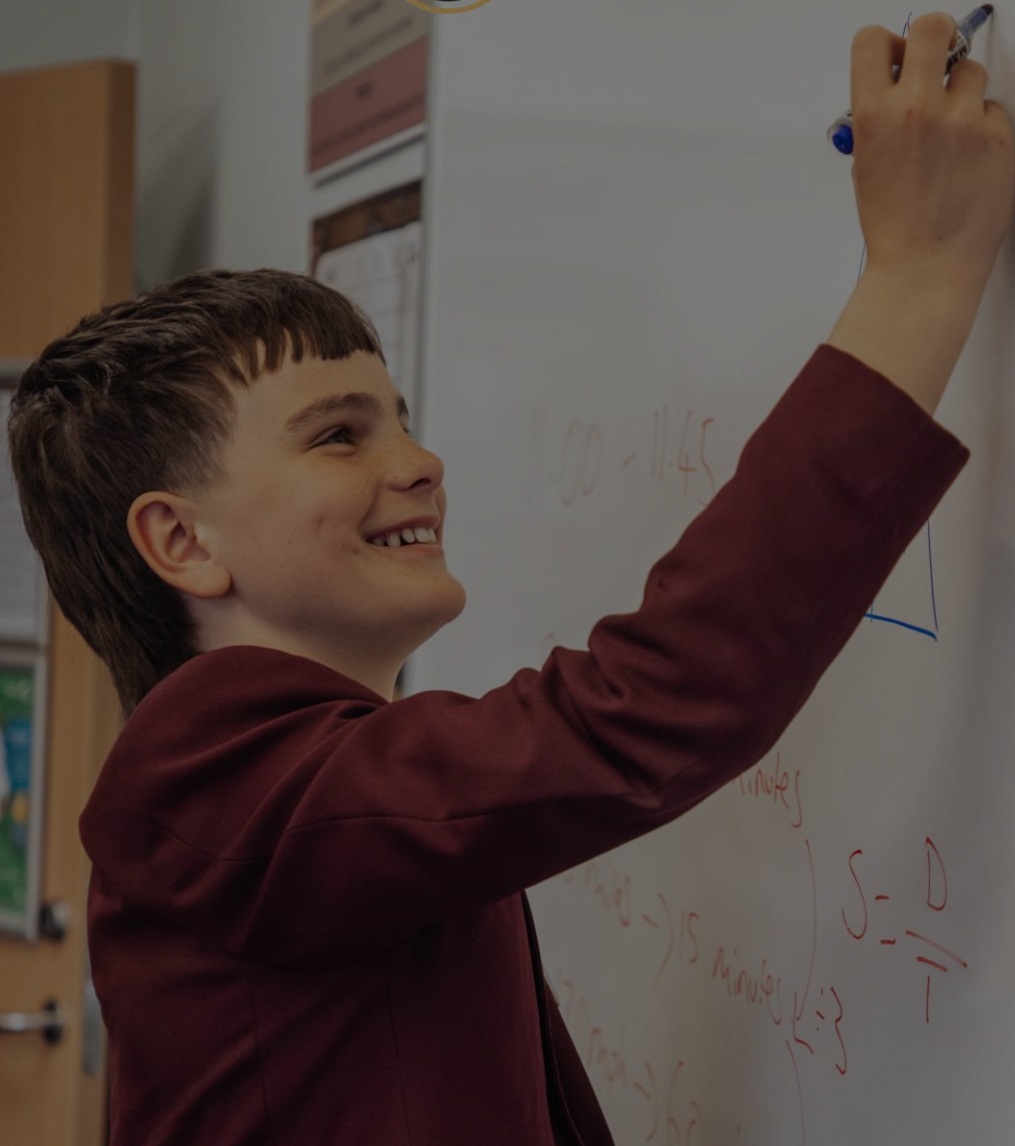
## English – How can this be improved?

Question	Answer
How can parents encourage children to read?	Every teacher in Wath Academy values reading and places importance on reading. We continually promote books and reading material in our subject areas in the hope that students will find something that they enjoy and connect with. Parents could help encourage reading by providing reading opportunities and becoming reading role models themselves. Offer students different medians to read on such as a paperback, a Kindle or even an audio book/podcast.





# 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](mailto:PCAB@wathAcademy.com)  
in order to provide further feedback.**

