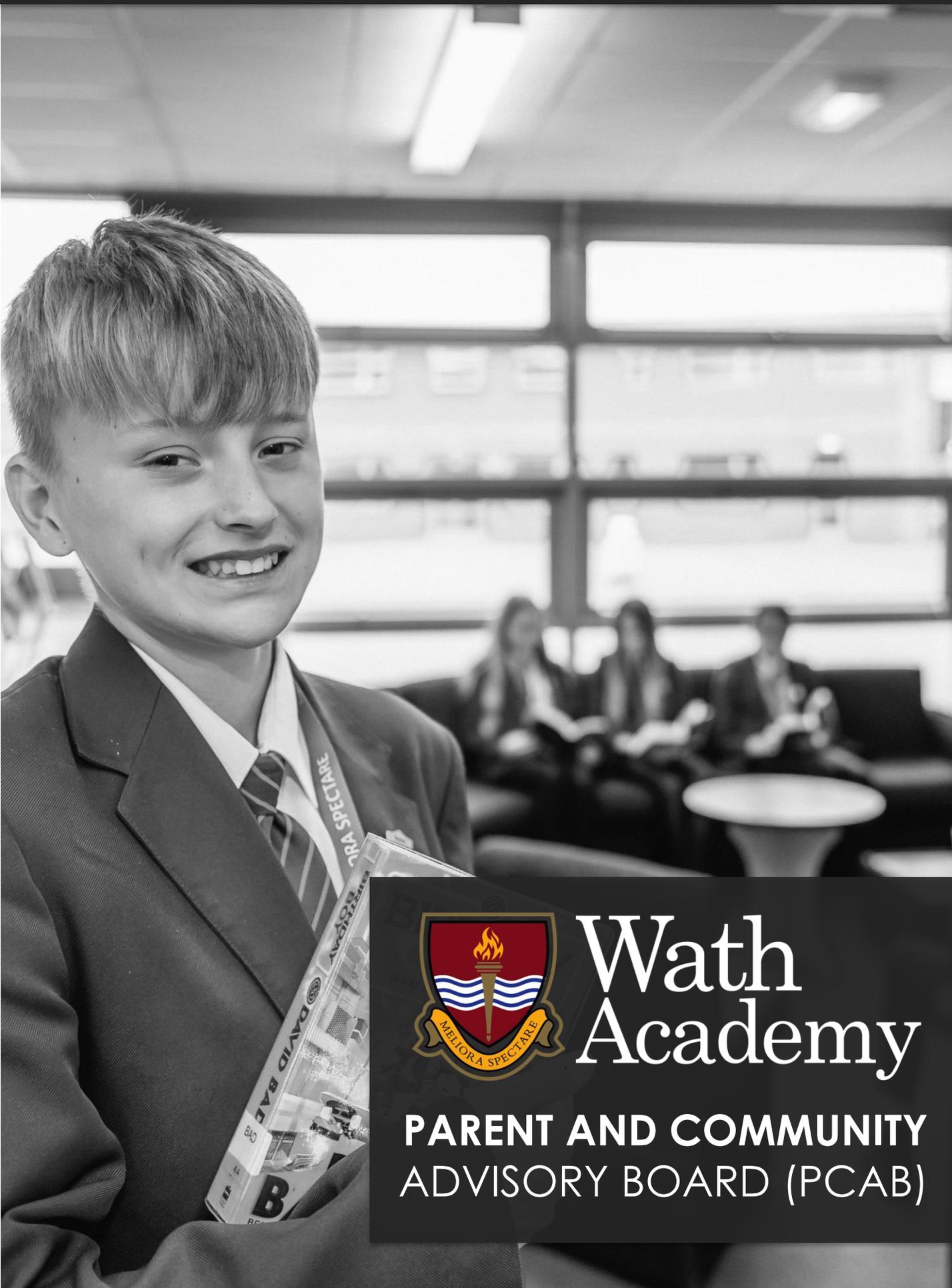




MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

I'd like to start by thanking you for your time and effort this academic year. When we started the group, we knew that it would be a big ask for a group of parents to commit time on a regular basis. However, we have been delighted with not only the commitment but also the quality of input and ideas.

The ideas and challenges received from yourselves have sharpened our thinking and provided us with an insight which had not previously been fully explored. With your feedback we hope that you can see we have improved various aspects of the academy.

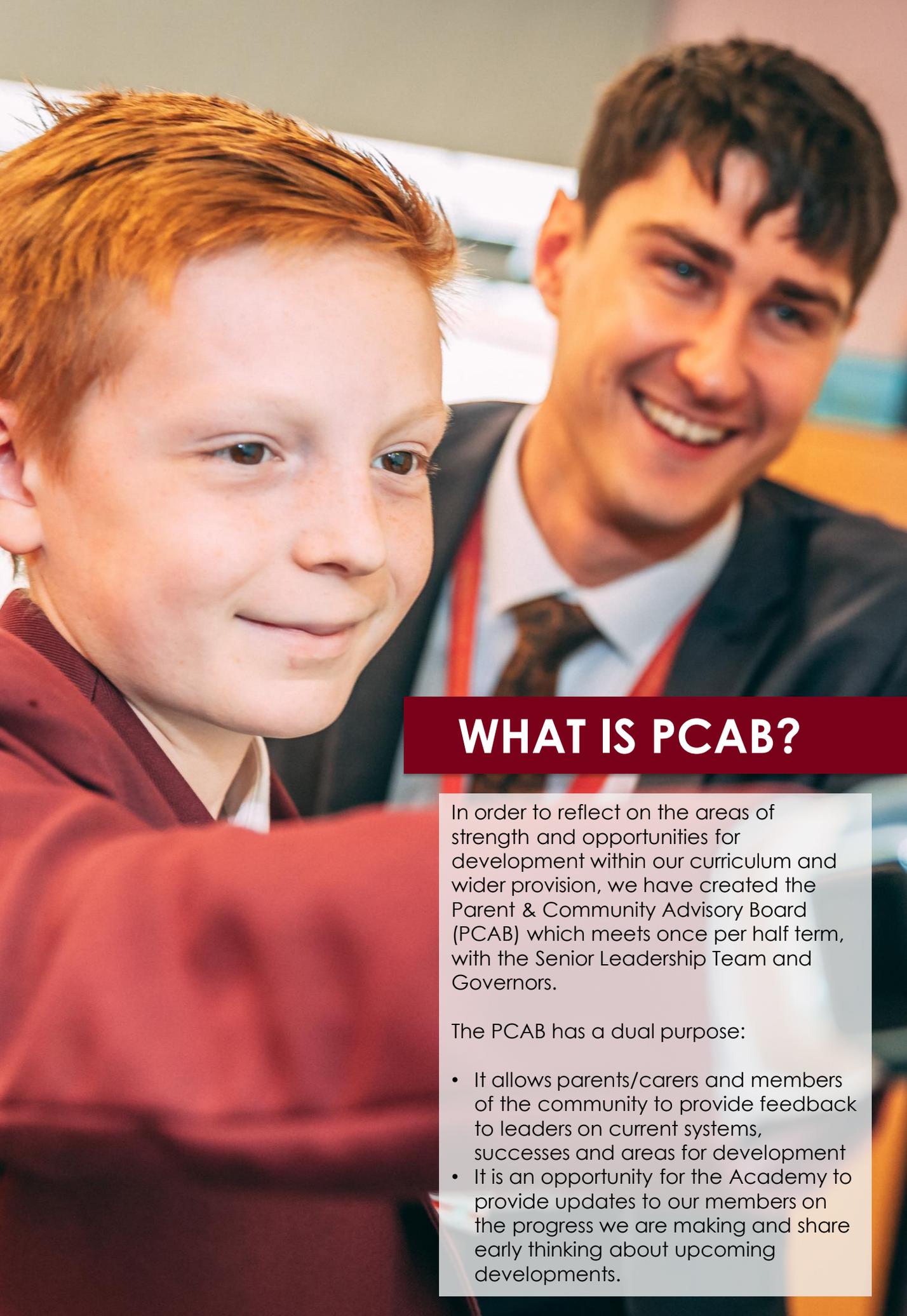
I hope that the VIP invites to our first ever Academy Awards were well received and that you enjoyed the night. It was fantastic to see our students showcase their talents on the Sheffield City Hall stage as well as seeing so many students rewarded for their fantastic efforts. We have already started planning for next year's awards. If you have any feedback on the event, it would be great to hear it.

Thank you once again, we very much look forward to continuing this working relationship into next year and hope to continuously improve our offer as a result of your input.

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
TEACHING AND
LEARNING, BEHAVIOUR
AND ATTENDANCE



Mr Swann
CURRICULUM AND
ACADEMIC
OUTCOMES

ASSISTANT VICE PRINCIPALS



Mr Wessen
BEHAVIOUR AND
ATTITUDES



Mr Shaw
KS3 CURRICULUM, ASSESSMENT
AND REPORTING, CHARACTER
EDUCATION

ASSOCIATE ASSISTANT VICE PRINCIPALS



Miss Jandu
COVID-19 CATCH UP



Mrs Schofield
NACE, HOMEWORK



Miss Gillatt
DSL, TRANSITION, BRITISH
VALUES AND WELLBEING



Miss Slasor
HEAD OF SIXTH
FORM



Mr Taylor
ATTENDANCE



Mrs Boyd
TEACHING AND
LEARNING





PCAB QUESTIONS AND ANSWERS

PARENT FEEDBACK

Question	Answer	Action
<p>Are trends studied over time from the parent feedback?</p>	<p>The survey has been sent out three times and we do compare this data across all series so that we can see how view points have changed.</p> <p>This will continue to take place as we gather more feedback from parents.</p>	<p>Continue to review feedback from parents and identify trends so that these can be added to our action plan.</p>
<p>What actions have already been taken from previous parent feedback?</p>	<p>There were some suggestions that communication around areas in the school were not always communicated well with parents, e.g. careers information. We have since added a 'Careers Corner' section into our weekly newsletter so that information is shared.</p>	<p>Review feedback and action improvements were possible.</p>

PCAB QUESTIONS AND ANSWERS

UNIFORM

Question	Answer	Action
Do students have to wear blazers in hot weather?	<p>The only time students must wear their blazer is on the corridor when walking to and from lessons.</p> <p>When students are in lesson, they may take their blazer off – they do not need to ask for permission.</p> <p>When students are sitting down in social areas at social times, they may take their blazers off.</p> <p>When outside at social times, students may take their blazer off.</p> <p>When the temperature gets too hot, the academy will review the situation and allow students not to wear a blazer to and from lessons on the corridor.</p>	<p>The academy will continually review the uniform policy in line with any national whether warnings and communicated this to parents and students.</p>
Will the school consider introducing shorts into the inform policy so these can be worn in the summer months?	<p>The uniform policy is reviewed frequently. We will always consider the views of all stakeholders, including students and parents</p>	<p>Leaders across the trust to consider the possibility of having tailored shorts in the uniform policy.</p>
Are there any allowances made in the uniform policy for children with sensory difficulties?	<p>Yes. The academy will always consider each student's individual needs. This is done with parents and students on an individual basis. We would ask individual parents to contact school to discuss any requirements they have.</p>	<p>The academy will continue to meet with any students and parents and find solutions to any specific concerns.</p>
Why is dress/clothing linked so expressly and passionately to professional success by the school?	<p>School uniforms can contribute in a positive way to student's attitude and behaviour in school. As students develop an association between their uniform and learning, simply putting on their uniform helps a student get into the right mindset, preparing them for a day of fully engaging in their learning.</p>	<p>The academy will continually review the uniform policy and make changes where appropriate and also will seek both student voice and parent voice as was done this year.</p>

PCAB QUESTIONS AND ANSWERS

UNIFORM

Question	Answer	Action
Do students have to queue up outside to enter single point entry to have their uniforms checks?	<p>Students are not required to queue to enter the school building in the morning. They are greeted at the school gate by a member of staff and then again as they enter the building. Students enter the academy either through reception or via the entrance to the PE block.</p> <p>There is a constant flow of students walking to their morning location, at no point do students need to stop and queue outside as all uniform checks are completed within the building.</p>	Leaders will continually review and refine our morning entry routines and can student feedback will be obtained.
Are students allowed to bring coats in bad weather?	Students are allowed to bring their coat to school throughout the academic year and are encouraged to do so during the winter months.	All staff will continue to inform students that they are able to bring coats in bad weather and encourage them to do so.

ASSESSMENTS AND EXAM ACCESS ARRANGEMENTS

Question	Answer	Action
Year 11 is a key year and will always be challenging. Can you look to improving future students' experience in Year 11 so it doesn't feel to be all about the push for results?	We are always looking to develop the experience for Year 11. This year we have mixed the revision sessions with wellbeing events such as boxing and yoga, reward events like inflatables, barbecues, pizza and Alton Towers. We also focus heavily on events like the prom. We will continue to take student voice around this and always look to refine and improve the offer.	Leaders to complete student voice to help create a plan of activities for Year 11 students to engage in.
In what year group are students tested so that they can access the support available for their 'normal way of working'?	Students are constantly assessed by staff and as part of the process teachers must refer students. Staff are trained on this and we have a simple way to log requests. Official assessments only last two years so we always complete these within 2 years of the final GCSE exam.	Continue to follow the statutory guidance for provision of exams access arrangements and uphold the integrity of the process against the Academy's aims that students will achieve the highest outcomes possible and that we uphold the integrity of the system.

PCAB QUESTIONS AND ANSWERS

OTHER

Question	Answer	Action
<p>What is school's strategy to develop a love of reading?</p>	<p>The school a specific reading strategy with a leader assigned to driving this strategy throughout the academic year. The reading strategy is very comprehensive. All students Year 7 to Year 10 are tested for their reading ability (these are published on students' academic reports). Intervention is put in place for students who are below their expected reading score. All staff incorporate reading into their lessons, specific training has been given to staff on multiple occasions this academic year to ensure that this is done consistently. Additionally, students in KS3 have a specific English lesson dedicated to reading. We have a comprehensive library. Staff also advertise on their classroom door which book they are currently reading and a quick synopsis of what that book is about.</p>	<p>The academy's reading lead to continue to review, refine and implement the reading strategy.</p>
<p>On becoming 'responsible citizens', could you consider ways to becoming a greener school?</p>	<p>The Student Council is looking into this currently and we also have a launched an Eco Club. Both these innovations are in the introductory stage.</p>	<p>To grow the Eco Club and continue to look to ways of becoming a greener school.</p>
<p>What analysis on rewards is completed comparing year groups to ensure that rewards are awarded fairly across all year groups (as to how they are awarded)?</p>	<p>Analysis is completed throughout the year as to why students earn points and which year groups earn the most points. Rewards events are then booked to best reflect the points earned by students. Staff are regularly reminded to reward points in all years and staff who drop into lessons check the reward board is being used.</p>	<p>Leaders to fully audit the rewards given out by staff this year and issue new guidance to staff in September to ensure rewards are given fairly across year groups.</p>
<p>Other than the golden ticket events, what other options do students have to spend their e-praise points on (especially Year 11)?</p>	<p>The golden ticket events are the only reward for students to spend their points on. Student voice is taken throughout the year to ensure events meet the needs of as many students as possible. The aim of the golden ticket events is to create positive school memories that last a lifetime which relates to our curriculum intent. Year 11 are able to join the school-based events after attending Period 4 but also have their own rewards spread through the year.</p>	<p>Ensure adverts for events are seen by all students and remind Year 11 that they can be involved in the events.</p>

PCAB QUESTIONS AND ANSWERS

OTHER

Question	Answer	Action
<p>Would there be any opportunities for governors to communicate with parents in the future?</p>	<p>Yes, this would be something we can do. Our governors play a significant role in academy life. We meet as a governing body eight times a year and each governor is a link governor for a specific area within the academy.</p>	<p>Mr Ransome will speak to the Chair of Governors regarding future communication.</p>
<p>What STEM opportunities are available in school and are there any external links to industry?</p>	<p>Students are introduced to STEM activities in Science lessons, particularly during British Science Week and with events like Big Bang Digital and the North Star project. The STEM log has 10 different events currently. In addition, all Year 9 students were invited to Get up to Speed with STEM at Magna in March. This event celebrated all things STEM, showcasing employers and projects. D&T also oversee the EDT (Engineering Development Trust) collaboration with Liberty Steel. As a follow up, Liberty Steel will have students visit the site in the Autumn and see steel production in person.</p>	<p>As an academy we will always look to offer STEM opportunities to our students and will be investigating what is available for the next academic year.</p>
<p>What MFL enrichment opportunities are available in the school?</p>	<p>The MFL Department delivers cultural lessons at the end of every half-term to every year group, from traditional festivals to distinct aspects of daily life. Our students are introduced to a variety of contemporary social and moral issues in the foreign language thus fostering their curiosity, deepening their cultural capital, and opening their eyes to opportunities beyond South Yorkshire. In September, we invite students and staff to celebrate the European Day of Languages by getting involved in a variety of activities and competitions. In addition, the MFL Games Club and the Russian Club run every Monday after school. We are also proud to facilitate a work experience for our Y12 students within the department. Finally, in Year 13, students must identify a subject or a key question which is of interest to them (related to countries where the language is spoken) and select relevant information from a range of sources. Students develop their individual research skills and their oracy through the presentation and discussion of their topic of choice.</p>	<p>We always look to review and improve our enrichment opportunities and where possible will look to grow in areas.</p>

PCAB QUESTIONS AND ANSWERS

OTHER

Question	Answer	Action
Can you please update on the previous commitment to having a wider array of guest speakers?	For 2022/23 academic year, the academy will be looking to work with a range of guest speakers from diverse backgrounds. Unfortunately, this means that we will no longer be working with Kevin Mincher.	To create a schedule of guest speakers with diverse backgrounds and experiences. If possible, some of the speakers will ideally be Wath Academy alumni.
What happened to the More Able scholarship? Are you happy to promote elitism in sports and performing arts but not in academics?	Following parental feedback, and in consultation with governors and wider stakeholders, the More Able scholarship has been rebranded as the Russell Group pathway. This was to avoid confusion with the term 'more able' and allows for a wider range of students to opt in to the programme. This will be on offer to students from September 2022 where students will be able to opt in to specific modules throughout the year that best meet their needs. Modules include public speaking, admissions testing, aspiration and goal setting, interview skills and super-curricular activities.	This is new to the academy and therefore we will always look to improve and refine our approach so that we have a programme that best supports our most able learners.





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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