



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Firstly thank you to those members who have continued on from last year, it was great to see so many familiar faces and your ongoing commitment is hugely appreciated. It was also great to welcome some new faces. The combination of existing members who now know the Academy so well and the 'fresh eyes' perspective of new members will allow for the group to go from strength to strength.

When we started, the group had two purposes:

- 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.

Over the past two years the group has delivered way and above the two original purposes and we have created a great relationship between the Academy and yourselves as invested stakeholders. We look forward to this continuing this year.

We feel the format of the meetings works well, but as always, we are open to feedback if you would like to see something different.

We are looking forward to the next meeting when we can make arrangements for PCAB members to visit the Academy and walk the corridors to see what a day in the life of a student looks like.

Thank you once again for your continued support. We look forward to working with you throughout the year.

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 AVL, Y6
TRANSITION, PCAB



Mr Wood
BEHAVIOURS,
CONSEQUENCE
DUTIES, ACTIVE
SUPPORT, REWARDS



Mrs Casey
KS3 CURRICULUM AND
ASSESSMENT,
TIMETABLE, Y9 OPTIONS





PCAB Questions and Answers

Teaching & Learning Staff Development – How can this be improved?

Question	Answer	Action
How is feedback given to teachers at Wath Academy?	All feedback is captured through SISRA Observe and includes feedback following drop-ins and book looks. This means feedback is stored in the same central location and is accessible from anywhere at any time. Following drop-ins, staff receive verbal feedback within 48 hours at a time that is suitable to them. Feedback discussions are developmental and reflections are captured within the SISRA form. Following verbal feedback, the SISRA form is then published allowing line managers and faculty leads to view and discuss during line management.	Staff will continue to receive high quality feedback that will support their professional development as outstanding practitioners. Drop-ins and staff feedback will continue to be discussed and reviewed each week at SLT meetings.
What is Iris?	Iris Connect is a kit that includes 2 iPads and 2 microphones. We have 10 kits that can be booked at any time. Kits are delivered to classrooms upon request and the class teacher can use to record the full lesson or specific parts of it.	Staff will continue to use Iris to self-reflect on their teaching practice, share with other staff members for feedback, or use it as an opportunity to capture and share great practice.

PCAB QUESTIONS AND ANSWERS

Teaching & Learning Staff Development – How can this be improved?

Question	Answer	Action
<p>How do teachers have the time to use IRIS to its full potential?</p>	<p>Iris triads are built into the PLD offer that all staff engage with. There are at least 5 triads that run throughout the course of the academic year. Reflection and high-quality discussion around teaching and learning strategies are fundamental to staff development, which is why we commit so much time to triads.</p>	<p>We will continue to run Iris triads and ensure it remains built into the excellent PLD offer for staff.</p> <p>Explore avenues which would increase the opportunity to capture and reflect (360° cameras in all rooms).</p>
<p>How do you change a culture to be open to feedback?</p>	<p>This culture only truly happens when it is underpinned by trust. In order to develop trust, people need to see evidence of leaders delivering on what they said they would. We set out the expectations clearly but we are also continually communicating with staff that any teaching and learning process is supportive and only done to help develop and improve the quality of teaching and learning for our students.</p> <p>Over the past three years staff have been able to implement the strategies delivered by the Teaching & Learning team and have also witnessed and felt the support from leaders. This has meant that staff have become open to feedback as it is delivered in a non-threatening way.</p> <p>Additionally, the frequency of lesson ‘drop-ins’ across the Academy is high, thus meaning they are low-stakes. We have been clear with staff that we do not want ‘bells and whistles’ lessons, we just want well thought out lessons which meet the needs of all students, delivered consistently.</p> <p>Leaders have also modelled an openness to feedback in the areas they lead on, this is a visual example of how we operate and if staff see leaders being ‘vulnerable’ and asking for feedback publically they are far more likely to replicate this behaviour.</p>	<p>Leaders will remain conscious that although this culture is strong and embedded, we need to continually work at this. We cannot stop modelling the culture that we want or assume that everyone is bought into it 100% of the time. Leaders will remain humble and seek feedback at every given opportunity.</p>



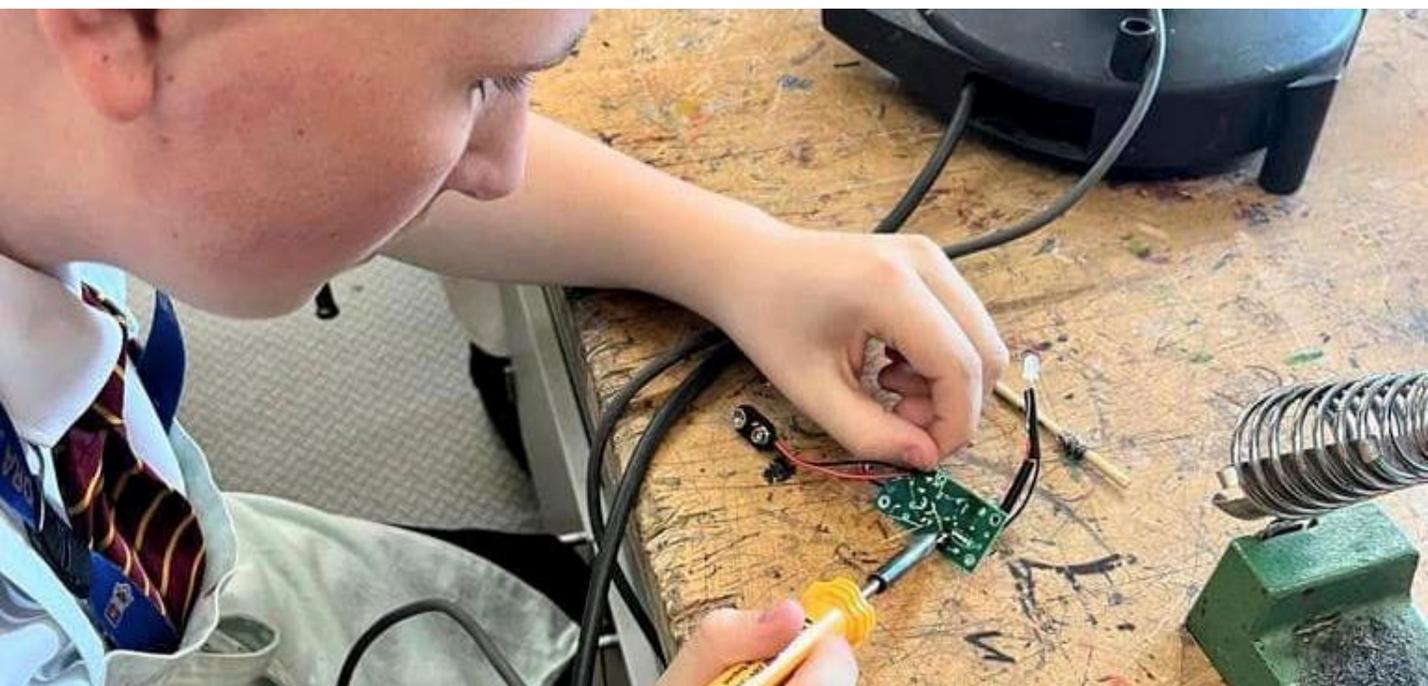
Enrichment – How can this be improved?

Question	Answer	Action
<p>Where can I find information about Wednesday afternoon enrichment clubs?</p>	<p>The enrichment offer was shared with students via a Microsoft form. This was the term prior to the enrichment starting, for example, Term 1 2023/24 was shared in Term 3 2022/23. We also have a publication that has been created that outlines the offer for Term 1.</p>	<p>Add publication of enrichment offer to school website.</p>
<p>Do students get ample information to help them select the correct enrichment activity?</p>	<p>Students had an assembly and information booklet shared with them prior to choosing their enrichment activity.</p>	<p>N/A</p>

PCAB QUESTIONS AND ANSWERS

Enrichment – How can this be improved?

Question	Answer	Action
How long are students able to do an enrichment activity for?	The minimum is for one term, however depending on the enrichment activity, this will vary. For example, students will be able to select football more than once. In contrast, Animal Care will repeat content so it can only be chosen once.	When sharing information for Term 2 choices, students need to be aware of the offer in terms of what can be chosen on multiple occasions.
Can parents be more involved in supporting their child choose their enrichment activity?	This is certainly something that we encourage. The enrichment overview for Term 2 will be shared with students via Satchel One. It would help if students looked through the offer with parents and carers prior to making decisions.	N/A
How do you boost engagement of the Experience Passport with students?	This year we plan to raise the profile of the experience passport during tutor time and through rewarding students who have reached each of the milestones in assemblies.	Share updates each half term where badges and certificates are being awarded via social media accounts.



PCAB QUESTIONS AND ANSWERS

Ofsted Visit – How can this be improved?

Question	Answer	Action
Was there any particular Teaching & Learning preparation for the Ofsted visit?	<p>The preparation has been ongoing for the last three years. We didn't do anything specifically for Ofsted, we simply did everything to improve in line with our vision. The power in this is that now Ofsted have been and gone, our work to continually improve simply continues. We are doing it to work towards something that will forever evolve, thus meaning our work is never done. 'Exceptional Learning Experiences' continue to change therefore we need to remain agile and always look to improve for our students.</p>	<p>The Academy has already begun to act on feedback received by Ofsted and will continue to engage in multiple audits in order to keep getting feedback.</p>
How did staff respond to the Ofsted call?	<p>Staff received the call well. We were prepared and the beauty of operating with high standards each day is that nothing needed to change. We didn't invent any new systems overnight or ship in any additional staff. Staff have been eagerly awaiting an opportunity to deliver a grading that the Academy deserved.</p>	<p>N/A</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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