



# Wath Academy

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

# INTRODUCTION FROM HEAD OF ACADEMY

Dear PCAB Member,

As we move further into the year, I would like to thank you all for the continued commitment, honesty and positivity you bring to this group. The strength of PCAB lies in the genuine partnership between families and the Academy, and it has been great to see how the discussions from our first meeting are already shaping actions and improvements across school.

It has been fantastic to see members share views openly, challenge thinking and celebrate what is working well. This respectful and constructive dialogue is what makes PCAB such a valuable forum.

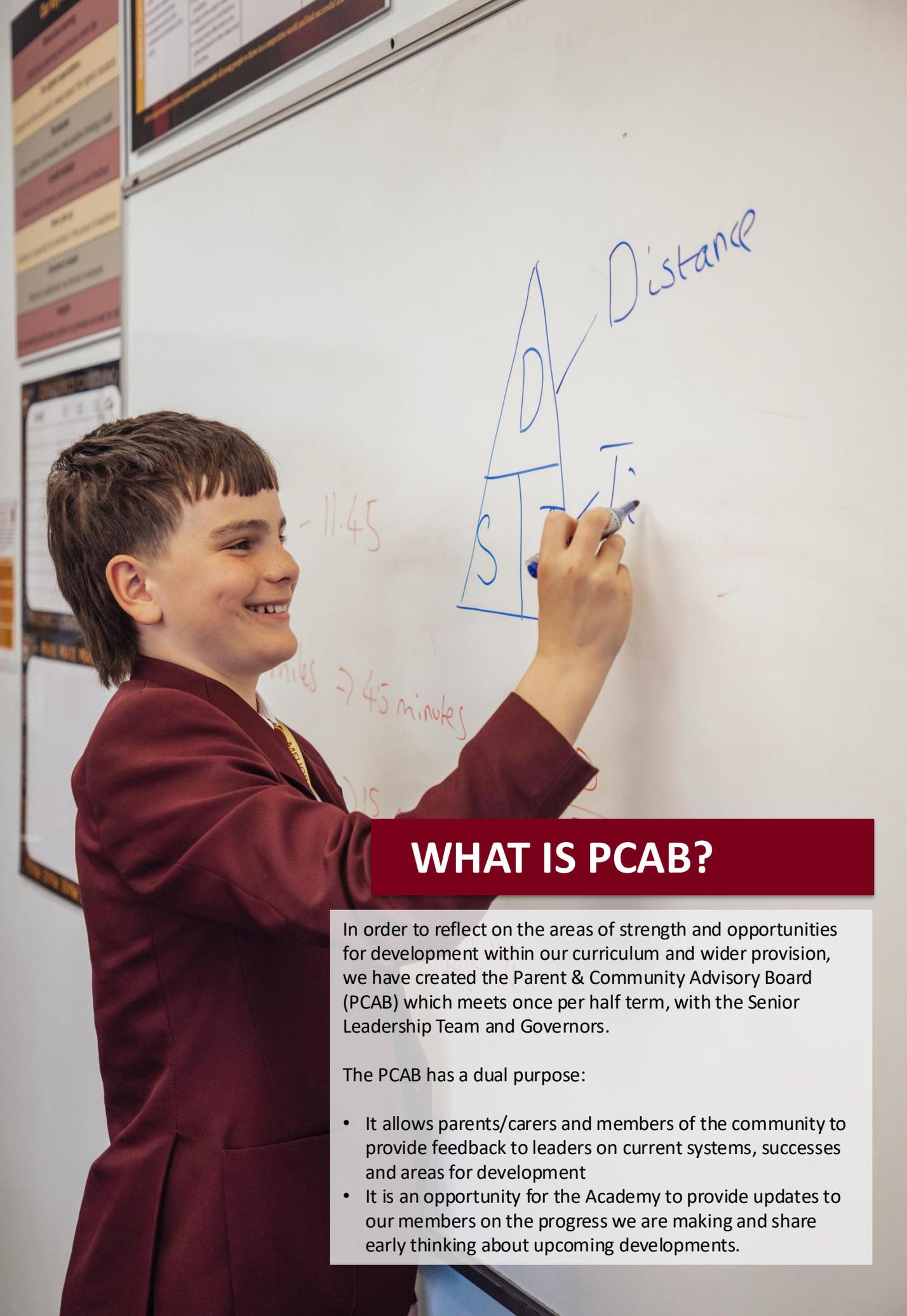
For our new members, it has been fantastic to see you settle in so quickly and contribute so positively. For those returning, thank you for your ongoing support and advocacy within the wider community.

We truly value these meetings and the impact they have. We look forward to another productive session together as we continue to build on the strong foundations already in place this year.

Yours sincerely,

**Andy Hopkin**  
Head of Academy





## 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

## PRINCIPAL



**Mr Ransome**  
PRINCIPAL

## HEAD OF ACADEMY



**Mr Hopkin**  
Head of Academy

## VICE PRINCIPAL



**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, HOUSE, STUDENT VOICE,  
SCHOLARSHIPS, CAREERS



**Mrs Boyd**  
TEACHING &  
LEARNING, WHOLE  
SCHOOL READING



**Miss Slasor**  
Y10/11 OUTCOMES,  
ASSESSMENT &  
REPORTING, EXAMS



**Mr Davies**  
DSL, ATTENDANCE,  
TRANSITION, PCAB, Y10  
OUTCOMES

## ASSOCIATE ASSISTANT PRINCIPALS



**Mr Taylor**  
TEACHING &  
LEARNING,  
SATCHEL:ONE



**Mrs Pritchard**  
ASSESSMENT CALENDAR



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



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



**Miss Greenfield**  
SENDCO



**Mr Barlow**  
HEAD OF SIXTH FORM  
& KS5 OUTCOMES



# PCAB Questions and Answers

## PE – How can this be improved?

Question	Answer	Action
Do students fully know the benefits of PE?	I don't think all students know the benefits of PE, some students will be able to articulate some of the benefits. This is certainly an area we need to push more	Look at possible displays with information on the benefits of PE. Speak to students about this at the start of lessons especially when teaching the Fitness units.
Can the KS3 and KS4 curriculum have more leadership in it?	Yes, we can introduce Leadership into the KS4 core option pathway. Delivery would be better in the summer term for Y10 to give them the opportunity to lead at our local primary Schools. For Y11 we would have to offer this in September when the weather is better	Introduce Leadership in the option pathway for the summer term for Y10 and September for Y11
How do students know whether to choose GCSE PE or BTEC Sport during the Y9 Options process?	We have an open evening, where parents and students are given the opportunity to discuss the two courses with PE teachers. Students and parents are given a presentation which explains both courses. Students who are interested attend taster sessions for both courses which gives them knowledge of both courses.	In addition to this, PE staff to discuss the two courses at the start of curriculum lessons in and around the option process.
Is there a possibility of studying American Football in PE?	Possibly, but we would need staff to attend a course on how to deliver this. There would also be a cost element to the equipment required.	ROL to look at potential American Football PLD.



# PCAB Questions and Answers

## PE– How can this be improved?

Question	Answer	Action
Do you teach basketball at Wath Academy?	Due to the Sports Hall not been available and the Blue Gym now used as a fitness suite, we do not deliver Basketball in the curriculum. As soon as the canteen is back available, we will put Basketball back into the curriculum	Wait for the Sports Hall to be back in PE and then put into the KS3 curriculum and the options pathway for KS4
Could timings of fixtures be communicated further in advance?	Yes, this is something we need to do better. In future all communication for fixtures will be communicated at least a week before. This is sometimes harder when we have cup fixtures as the turn around to play the next game is relatively short.	Inform PE staff that we must communicate fixtures to parents at least one week before. This needs to be a class charts message
How is sport outside of school evidenced?	Currently we do not keep a record of what students do outside of School. We are made aware through conversation and achievements but we do not have a central record	Starting in September, have a central record of what students participate in outside of School
Is kayaking offered?	Yes, Kayaking is offered in Y9 to boys and girls and for Y10 GCSE students. There is a cost involved and we need a minimum of 16 students to opt in for the activity to run	Open the Kayaking up to all 3 groups to ensure we have a minimum of 16 students taking part.



# PCAB Questions and Answers

## Homework – How can this be improved?

Question	Answer	Action
What do primary schools do to prepare students for homework?	Primary schools set a range of homework, primarily with a focus on reading, literacy and maths.	Continue to liaise with primary schools about their approach and work with students to bridge the gap to secondary school.
What support is there for flipped learning homework?	When teachers set any 'flipped' homework students should be directed to a resource or topic in preparation for the next lesson. The types are usually in form of research or reading based tasks.	Staff often share specific questions and web links to direct students to appropriate resources and foci.
Is there a reading club after school in the library?	We do offer/advertise a quiet independent reading club after school every day in the library - when exams are on we move it into the careers hub.	Advertise this through the tutor programme and within the library.
Are students able to have more than 3 attempts at getting 100% answers correct?	This is specifically related to quiz style homeworks on Satchel One.	We will be liaising with staff with regards to this and how this is set.
How many homework tasks must be incomplete to generate a detention?	Students gain one negative point per missed homework. For every third piece of homework missed students are issued a C3 detention. Points are re-set each term.	Continue to refer to this in assemblies, lessons and tutor periods.



# PCAB Questions and Answers

## Homework – How can this be improved?

Question	Answer	Action
How do students qualify to become a gold reader on Sparx Reader?	Students need to achieve five stars. Each star is achieved by students achieving 300 points above their directed homework.	Continue to promote this through the tutor programme and direct parents to the reading section of the Academy website: <a href="#">Wath Academy - Sparx Reader</a>
How do students manage the increase in homework from KS3 to KS4?	Currently there is a small increase at each key stage. 5 pieces a week at KS3. 7 pieces a week at KS4. We feel the increase reflects the key stage they are working at.	Continue to offer homework clubs beyond the Academy day to support students.
Do you need to complete extra homework to be “fully invested”?	Currently the investment in learning criteria states that 'extra work' should be completed to gain fully invested.	Students can access extra homework around the Academy from the boards in every department.
How are homework positives and negatives monitored?	Homework points are monitored by middle leaders on a weekly basis.	
There is only one week visible on Satchel One, this is an issue over the holidays. Is there any solution for this?	All homework is visible on Satchel One until the deadline. Staff will need to amend the deadline on Satchel One	MTA – send e-mail to staff regarding checking deadline prior to the holidays
What is the expectation for homework over the holidays?	Students will be set homework in the week prior to the holidays and week after the holidays as normal. All homework should be given one week to complete. There is no expectation for students to complete homework during the holiday.	



# PCAB Questions and Answers

## SEND Provision – How can this be improved?

Question	Answer	Action
Do TAs work with students who are being monitored or on a waiting list?	<p>If it is an identified need where they may support such as social skills, they may attend a friendship group intervention run by a TA.</p> <p>They can also access the quiet break rooms, breakfast club and SEN homework clubs all run by TAs. If they are already in a lesson with TA support, they will have access to this as well as TAs although maybe allocated to support specific students they can check-in and help other students that may need help in the lesson also.</p> <p>They wouldn't have direct 1-1 support though necessarily.</p>	Continue to review and update monitor list students once every term with SENDCo/ Assistant SENDCos and Lead TAs.
Do students on waiting lists still receive support from staff?	<p>Yes, dependent on what the waiting list is for and how the need presents in a child.</p> <p>At Wath Academy we don't just put support in place for a child who has a diagnosis we recognise each need on an individual basis and put the support in place accordingly. So, for example if a child is waiting to be assessed for Autism but struggled with their social skills, they would already be accessing the social skills intervention.</p>	Continue to support students with additional needs even without a diagnosis, work with staff and parents to provide the correct support.
How do staff read about students' SEND need(s)?	Through their IEP which is available to all class teachers on Class Charts. On a teachers seating plan a student's icon will show either a E, K or M if they are on the SEN register or being monitored so that they then know a students will have an IEP/universal strategies document.	PLD around staff understanding SEN needs and where to access SEN information.



# PCAB Questions and Answers

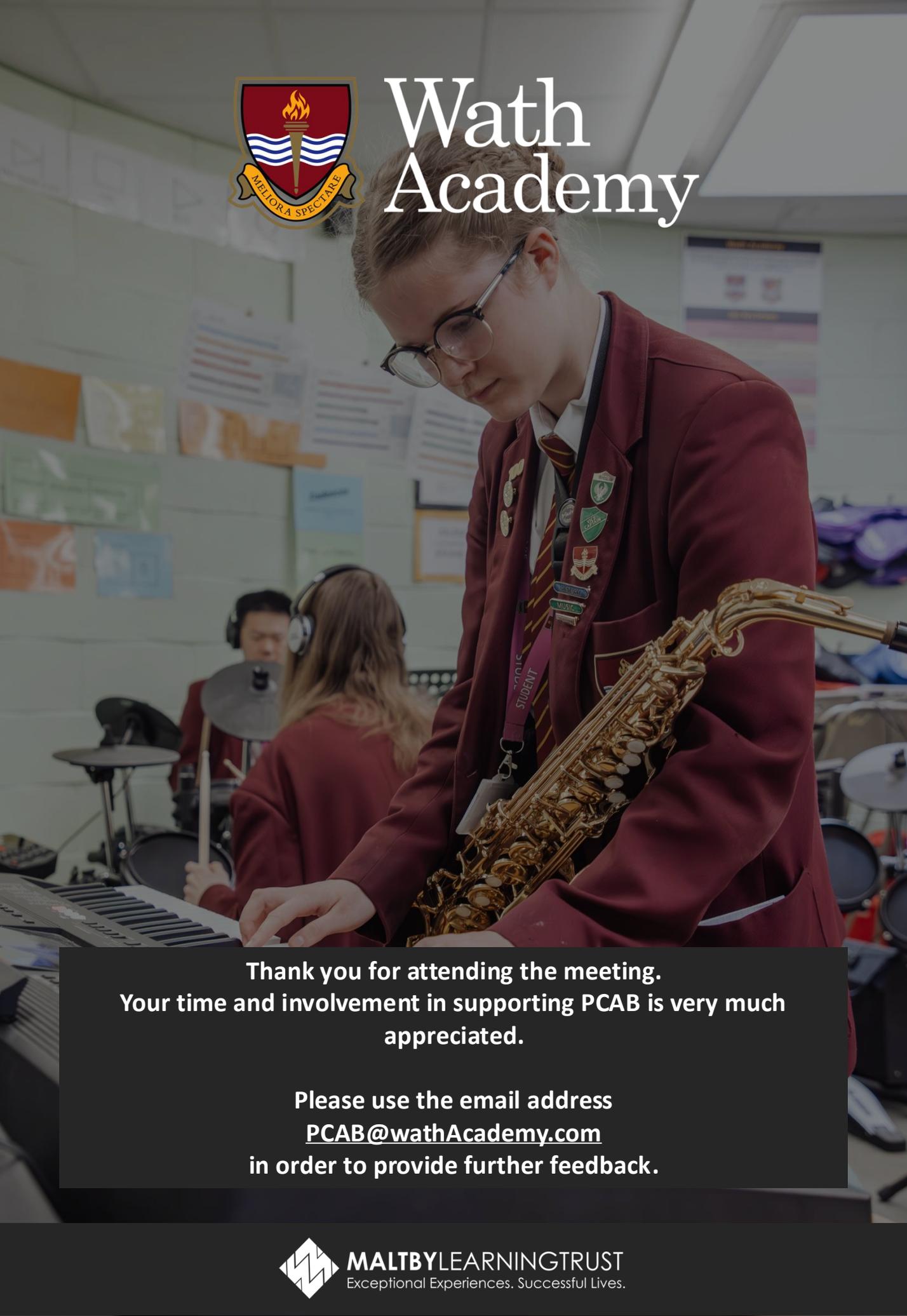
## SEND Provision – How can this be improved?

Question	Answer	Action
Are the SEND parent packs available on the website?	No currently they are not, we send these out to parents via email or a printed-out version dependent on how parents would like to complete the pack. Packs are only sent to parents when school has evidence that there may be a need to be able to gather further evidence. The SEN team also need to be able to track which parents have received a parent pack for our own records and log it as part of the graduated response.	Continue to work with AYL/PYL to gather information for students and review to then decide whether to send out parent packs.
Are interests featured in the IEP for teachers to view?	This is part of the student's passport. Alongside the IEP students have a pupil passport which highlights their interests and hobbies.	Looking at updating IEPs so pupils' views are on same document.
Do you do SEND focus groups or student voice?	Yes, we have SEN students as part of the school council, we have recently sent a Microsoft feedback form to students with SEN for feedback around the support they receive in school.	SEND leadership team to do some work around more opportunities for student voice.
Could you do a coffee morning to engage parents?	Yes, we have a coffee morning booked for March 3rd 2026, all SEN parents have been invited via Class Charts. The theme will be a discussion around anxiety and emotional regulation in young people.	EKI to review coffee morning and next steps after 3rd of March.





# 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.**



**MALBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.