



# Wath Academy

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

# INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Thank you once again for attending the most recent PCAB.

We were able to share with you our 6th form offer, our approach to assessment as well as our plan for Pupil Premium students. Your input, questions and challenges as always are hugely valued.

We have captured your questions below and aimed to provide you with a suitable response.

Thank you once again, these evenings are genuinely something we as leaders look forward to.

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

## Sixth Form – How can this be improved?

Question	Answer	Action
<p><b>How many Wath Academy students choose to study at Wath Academy Sixth Form?</b></p>	<p>61% of our current overall cohort are internal students who have continued from Y11 into Sixth Form.</p> <p>From last year's Y11 students, 67% chose to continue at Wath Academy Sixth Form and have been retained in Y12.</p>	<p>Identify Y11 students who are expected to meet the entry criteria and arrange a meeting with a member of the Sixth Form Team to gain student voice.</p>
<p><b>What is Wath Academy doing to increase the numbers of students attending Sixth Form?</b></p>	<p>For internal students our focus is on providing world class learning every lesson, every day and building positive relationships between staff and students. There is a significant overlap between the staff who teach Y11 and those who teach at A Level.</p> <p>Internal students have also received an assembly from Miss Slasor, outlining the Sixth Form offer.</p> <p>To increase the number of external students, we attend a large number of careers events at a wide range of schools across the Rotherham, Doncaster, Barnsley and Sheffield areas, including delivering assemblies where schools will allow us to do so.</p> <p>Staff running scholarships also drive recruitment by visiting all local clubs to present our scholarship and academic offer. All those that register an interest are invited to a scholarship interview as well as an academic interview.</p> <p>We have received some really positive feedback about our Open Evening, including how informative the presentation as well as subject staff were and how welcoming our students are.</p>	<p>We are now asking individual departments to work closely with other schools to drive their own recruitment through extra-curricular opportunities and events to attract students to Wath Sixth Form.</p>

# PCAB QUESTIONS AND ANSWERS

## Sixth Form – How can this be improved?

Question	Answer	Action
What Scholarships do you offer at Wath Academy?	<p>At present we currently offer boys and girls football, performing arts, golf and boys' rugby scholarship.</p> <p>From September 2024, we will also be offering a netball and a girls' rugby scholarship.</p>	<p>Successfully launch and embed the netball and girls' rugby scholarships into our existing offer, ensuring high quality coaching and wider enriching experiences.</p> <p>Whole school Wednesday afternoon enrichment to continue to allow progression onto scholarships for internal students.</p>
What is the percentage of PP students in Wath Academy Sixth Form?	11% of Wath Academy Sixth Form students are considered to be PP.	<p>Increase the number of PP students who attend Sixth Form by whole school approaches to increasing ambition and aspiration.</p> <p>Identify able PP students who have not yet applied to Sixth Form. Miss Slasor will meet with these students to identify potential barriers.</p>







## PCAB QUESTIONS AND ANSWERS

### Pupil Premium – How can this be improved?

Question	Answer	Action
What support do Pupil Premium students receive with completing homework?	PP students have full access to the homework club which runs in the Academy library after school every day of the week. A review of PP homework is carried out in the postcode deprivation review and Academic Year Leaders complete individual actions to support.	Eliminate the gap between Homework investment scores between PP and non-PP students.
Do Year 6 Pupil Premium students receive additional support during their transition to Wath Academy?	The Academy provides a range of pathways for students to transition into the academy. This includes additional support for vulnerable students. It is not specifically a PP strategy as a third of any year could be PP but it does pick up the PP students with additional needs.	Record data regarding the PP students that receive additional support during transition. Collect PP parent voice regarding the recent transition process.

# PCAB QUESTIONS AND ANSWERS

## Assessment – How can this be improved?

Question	Answer	Action
<b>How can we find out where assessments take place throughout the academic year?</b>	All 39 week plans for all subjects in all years are published on the Academy website under the 'Curriculum' tab and 'Our Subjects'. The 39-week plans indicate where each main assessment and learning cycle (LC) takes place over the academic year.	We will meet with Academic Year Leaders and look into a letter being issued at the start of each academic year that details all the important assessment dates and relevant evenings for the year group or alternatively developing a section of the website for each year group with all important dates mapped out.
<b>Year 10 had their assessments the first week back after Christmas. Could they have a week back first in the future rather than having a test on the first day back in school?</b>	We will consider this when developing the assessment calendar for 2024-2025. This is sometimes restricted by the timing of external examinations, trial exams for Y11-Y13 and where the data collection is scheduled ahead of parents' evenings. Where possible this will be avoided.	Consider the timing of in class assessments when planning the assessment calendar for 2024-2025.
<b>How do students know what an assessment will be covering?</b>	All assessments will have relevant subject specific revision homework set on Satchel One prior to the planned assessment. The homework will detail the content of the assessments and also specific tasks that students can complete to support their revision and help with their preparation.	Staff to continue to set appropriate homework on Satchel One prior to assessments and speak to students in lessons to ensure all students are aware of when all assessments are and what each focus is.



# PCAB QUESTIONS AND ANSWERS

## Assessment – How can this be improved?

Question	Answer	Action
<p>How do you notify KS3 students about assessments? Could you be more precise in terms of exact dates? At the moment it tends to be teachers informing students in person near to the assessment date.</p>	<p>The assessments for KS3 are scheduled by the individual classroom teacher for each subject and to ensure that the data is ready for the learning cycle date. This will be scheduled depending on the number of KS3 lessons a member of staff has and when the assessment needs to be completed in the curriculum sequencing. It therefore wouldn't be possible to communicate generic dates for each year group.</p>	<p>We will work with teaching staff and ask them to always ensure that the communication of specific assessment dates are also replicated on Satchel One in advance of assessments, in addition to being communicated verbally in the classroom.</p>
<p>How can we as parents understand what is a good mark for our child on their individual assessments?</p>	<p>The marks for each individual student informs the level of working and progress at KS3 (Working Towards, Working At, Greater Depth) that is reported at each learning cycle. The marks that students achieve at KS4 and KS5 will inform their predicted grade at each learning cycle. The target KS4 and KS5 grades for students are also reported home. This allows parents to look at whether their child is on track in terms of their progress in comparison to their individual target.</p>	<p>Continue to report data home following each learning cycle and with information to clarify how to interpret the data.</p>
<p>How can we access NGRT and current assessment scores throughout the year?</p>	<p>All NGRT test results are reported home via Class Charts following the autumn and spring testing windows. This is also accompanied with information about how to interpret the data and how to support students further with their reading at home. KS3 levels of working, KS4 and KS5 working at and predicted grades are reported home, alongside Investment In Learning scores for all subjects following each learning cycle through reports via Class Charts.</p>	<p>Continue to publish all assessment data and NGRT data through Class Charts for parents throughout the academic year.</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](mailto:PCAB@wathAcademy.com)  
in order to provide further feedback.**



**MALBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.