



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

As we move towards our final half term of the academic year, I would like to thank all members of our Parent and Community Advisory Board 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 your contributions continue to help shape our work and priorities.

It has been fantastic to see members share their views openly, ask thoughtful questions and celebrate the many successes taking place across the Academy. This constructive dialogue is what makes PCAB such a valuable forum and helps ensure we remain focused on delivering the very best outcomes for our students.

During our most recent meeting, a number of important questions were raised on the topics presented, including safeguarding, curriculum and rewards. Whilst many were discussed on the evening, we committed to providing further information and clarification where appropriate.

This booklet contains those additional questions and responses. We hope it provides further clarity and demonstrates our continued commitment to openness, transparency and meaningful engagement with our school community.

Thank you once again for your ongoing support and partnership.

Yours sincerely,

Andy Hopkin
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

PRINCIPAL



Mr Hopkin
PRINCIPAL

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, HO USE, STUDENT VOICE, SCHOLARSHIP, CAREERS



Mrs Boyd
TEACHING & LEARNING, W/HOLE SCHOOL READING



Miss Slasor
Y11 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
SEND/CO



Mr Barlow
HEAD OF SIXTH FORM & KS5 OUTCOMES



PCAB Questions and Answers

Safeguarding – How can this be improved?

Question	Answer	Action
How do you collect student voice for safeguarding issues?	Student voice takes place in multiple ways at different times of the year. Mr Shaw leads on whole school student voice which always include safeguarding questions. In addition to this, we share surveys with students to complete about contextual safeguarding concerns so that we can be informed of areas we need to make more visible in our curriculum and provide additional support for. These surveys happen on Satchel One online but we also conduct student voice in person with smaller groups across the academic year. Moreover, the local authority share a yearly survey which all students are asked to complete.	SDA to ensure that there is a range of students invited to in-person student voice.
Which other external speakers are you looking to invite into the Academy?	We are always looking to invite exceptional external speakers into the Academy to speak with our students. Student voice has informed us that students find external speakers very engaging. This year we have invited South Yorkshire Police, South Yorkshire Fire Service, ROADS, Sheffield Council, a range of charities and even a music group to speak with our students about different topics.	SDA to continue to invite external speakers.
What information are teachers given about students who are receiving support from the safeguarding team?	Each student on a safeguarding caseload has a one-page profile in which staff can view their interests and advised approaches to engage with our most vulnerable students.	SDA to ensure the safeguarding profiles are kept up-to-date.



PCAB Questions and Answers

Curriculum Overview – How can this be improved?

Question	Answer
When do students find out about studying triple science?	Students in Sets 1 and 2 are identified for potential Separate Science through assessment, classwork and teacher judgement. Students and parents are contacted during the final term of Year 9 to express an interest. All students are informed before the end of Year 9 which science pathway they will follow in Year 10. Separate Science teaching begins in September of Year 10, when science sets are independent from Maths.
What is the difference between triple science and trilogy?	“Triple Science” is not a formal qualification title and is not terminology used by the academy. The academy offers Separate Sciences, where students study GCSE Biology, Chemistry and Physics as three separate qualifications with additional content. “Trilogy” is an AQA Combined Science specification, although other specifications and exam boards are available. Combined Science awards two linked GCSE grades (for example 5-5 or 6-5). Grades are concurrent and cannot be separated (for example 7-5 is not possible).
How do parents find more information about each subject on the website?	Parents can access further information through the Curriculum section on the website homepage. Each subject includes an “Our Subject” area with curriculum intent, 39-week plans and planning grids. Further Key Stage 4 information is also available in the Options section.



PCAB Questions and Answers

Rewards – How can this be improved?

Question	Answer	Action
When do golden tickets go on sale?	They are released for sale two weeks before the event is scheduled to take place. This is to allow for parents to complete any required permissions.	
How are the events announced?	Events are advertised to students at the start of each half term with posters displayed at each school entrance. They are then announced either via student briefing or morning messages by academic year leaders.	Events to be advertised as a message on Class Charts.
Will you be using the new gym as a reward for students?	There are no plans to use this as a reward at this present time. Students can access the gym in PE lessons and enrichment already.	Student voice to continue to be taken to inform if this activity is desired.
Are golden ticket rewards exclusively after school?	No, many of the events do now take place during the afternoon. However, this is limited by staff availability and teaching commitments.	
Could you do a special lunch for students who have not been able to spend their points?	Yes, if this is requested by enough students then this could definitely be considered.	Student voice to continue to be taken to inform if this activity is desired.
Could you do a trip to a restaurant or theatre for older year groups?	Yes, if there is demand for this and we can arrange the visit at an affordable price then it is something we will consider.	Student voice to continue to be taken to inform if this activity is desired.





Wath Academy

GREASE



**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.**



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.