

## **INTRODUCTION FROM PRINCIPAL**

Dear PCAB Member,

Firstly, I'd like to thank you all for giving up your time and for continuing to be a part of PCAB. Your views, opinions, support and challenge all make a significant impact at the academy.

I was asked the other day about the quality of relationships between school and parents, and I used PCAB as an example of how things have significantly moved on. We started with a very small number of parents (some of which were there to be sceptical) and now we have a thriving group of parents and carers who genuinely want to support the Academy. As leaders we look forward to PCAB events and gaining your feedback on our systems or new ideas, this is because the relationship with you is really important to us.

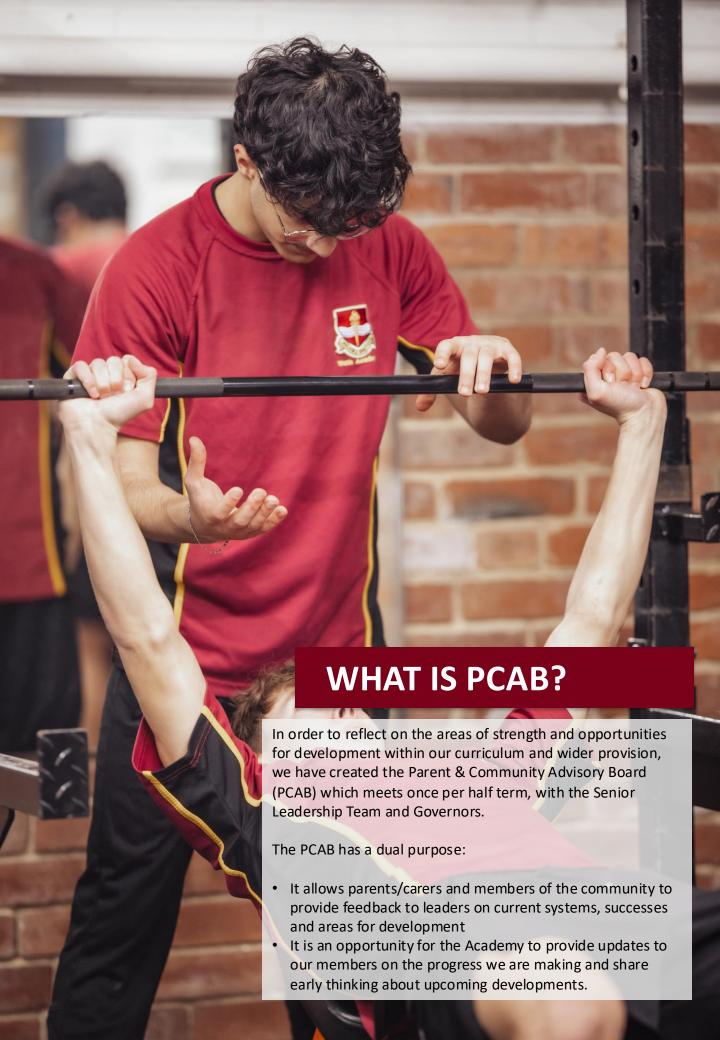
What makes PCAB work is that we all share a common goal; ensuring our students receive exceptional learning experiences. We will continue to work tirelessly to achieve this.

Thank you once again for everything you do.

Yours sincerely,

**Liam Ransome** Principal





## **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

#### **VICE PRINCIPALS**



Mr Hopkin BEHAVIOUR AND ATTENDANCE



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 EDUCTAION, STUDENT VOICE, SCHOLARSHIPS, CAREERS



Mrs Boyd
TEACHING &
LEARNING, WHOLE
SCHOOL READING

#### ASSOCIATE ASSISTANT PRINCIPALS



Miss Slasor HEAD OF SIXTH FORM, KS5 OUTCOMES



Mr Taylor TEACHING & LEARNIN G, SATCHEL:ONE



Mrs Pritchard
ASSESSMENT CALENDAR,
Y10 OUTCOMES



Mr Meyerhoff



Mr Davies
DSL, TRANSITION LEAD,
PCAB



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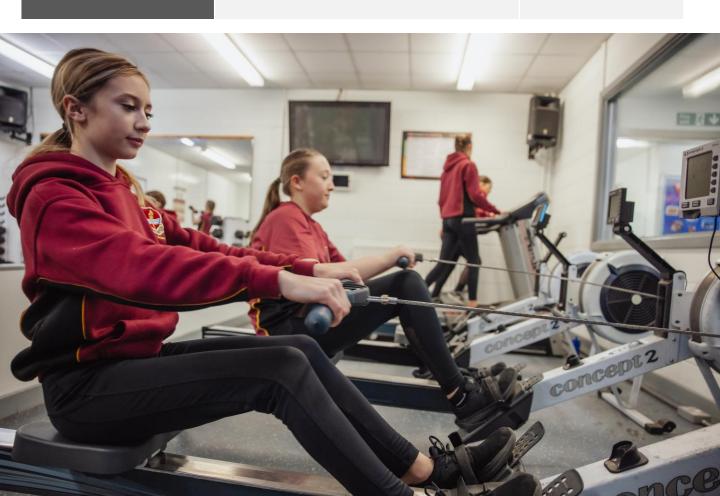
Mr Wood
BEHAVIOURS,
CONSEQUENCE DUTIES,
ACTIVE SUPPORT,
REWARDS



Mrs Casey
KS3 CURRICULUM &
ASSESSMENT, TIMETABLE, Y9
OPTIONS

# **PCAB Questions and Answers**

Transition – How can this be improved?			
Question	Answer	Action	
Will there be the opportunity for a Parents' Evening for Y7 students?	There is a Parents' Evening for each year group in the academic year. We have recognised that it would be worthwhile for us to present on key systems and policies at the start of the academic year for each new Y7 cohort.	From the next academic year, we will complete a presentation with key members of the Y7 team presenting to provide clarity for parents if they have any questions.	
How can Wath Academy students be more involved in the transition process for Y6 students?	We believe that it would be impactful to take current Y7 students with us when visiting feeder primary schools. We have worked closely with our primary schools to ask for feedback and this is something that they would highly recommend also.	SDA to be accompanied by current Y7 students when visiting main feeder primary schools in June/July.	
What happens if a Y6 student underperforms in their SATs?	We liaise closely with our feeder primary schools to ask for feedback on SATs results when we set students for the upcoming academic year.	To continue to liaise with feeder primaries around this.	



Life Skills -	How can	this be i	mproved?
	IIOW Call		

Answer	Action
Life Skills to be present in a parent information letter signposting to support and additional reading.	GWA to send letter to parents.
Parents can see the curriculum intent for Life Skills and the 39-week plan on our school website. These documents give a topical overview of what is covered.	
At the moment only the curriculum documents on the website tells you what is being taught. Parents can also email teachers to get specific updates.  A further update is for us to include what is being covered in Life Skills in our weekly newsletter.	LRA to work with Life Skills leaders to incorporate a 'what is being taught' section in the newsletter.
	Life Skills to be present in a parent information letter signposting to support and additional reading.  Parents can see the curriculum intent for Life Skills and the 39-week plan on our school website. These documents give a topical overview of what is covered.  At the moment only the curriculum documents on the website tells you what is being taught. Parents can also email teachers to get specific updates.  A further update is for us to include what is being covered in Life Skills in our weekly



### Behaviour and Expectations – How can this be improved?

#### Question

#### Answer

#### Action

How will you ensure that the Academy remains below the national average for suspensions? We constantly look at each incident on a case-by-case basis and reference a central tariff document to ensure consistency of sanctions. Decisions to suspend are always a last resort where behaviour interventions have not proved successful.

Senior staff to continue to monitor the national average figures and constantly look to provide support where necessary. We will look to increase the range of support from outside agencies to prevent extreme behaviours.

How do you aim to manage the described changes in student behaviour that has occurred over recent years? The discussion around the increased use of social media, lack of sleep, increased distractions from technology are all a major problem in society. We need to be understanding of the effects this has on students.

We are looking to work with the Chimp Management company run by Sir Steve Peters to allow staff to better understand the changing nature of students and how their brains are affected by the increased use of technology.

How do you ensure that rewards stay relevant and meet student needs/desires?

Each year we consult with students and staff to increase the range of opportunities within our rewards offer. We have constantly evolved the offer adding activities requested by students where possible.

Staff feedback groups are planned where staff will provide feedback from students around how we can refine the reward offer.





Please use the email address

PCAB@wathAcademy.com

in order to provide further feedback.

