Wath
Academy

MELIORA SPECTARE

PARENT AND COMMUNITY
ADVISORY BOARD (PCAB)

INTRODUCTION FROM HEAD OF ACADEMY

Dear PCAB Member,

Welcome to the new academic year as a PCAB group.

I just wanted to take a moment to welcome everyone to a new academic year and to say a big thank you in advance for being part of the PCAB. The group has gone from strength to strength since it first started and really has made a difference to the Academy. As leaders, we always look forward to these meetings they are a genuine highlight of our calendar.

A special welcome to our new members. It's great to have you on board. Having new people join the group always brings fresh perspectives and ideas, which helps us see things differently and continue to improve what we do.

For those of you returning, thank you once again for the time, commitment and honesty you bring to the role. Your input, challenge and advocacy make a real difference, I know of a few occasions where members have helped correct misconceptions in the community, and that kind of support is invaluable.

I'm really looking forward to working with you all this year and continuing to build on what's already been achieved.

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.

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

HEAD OF ACADEMY

VICE PRINCIPAL

Mr Hopkin
Head of Academy

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, STUDENT VOICE, SCHOLARSHIPS, CAREERS

Mrs Boyd
TEACHING & LEARNING, WHOLE SCHOOL READING

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

ASSOCIATE ASSISTANT PRINCIPALS

Mr Taylor
TEACHING & LEARNING, SATCHEL:ONE

Mrs Pritchard
ASSESSMENT CALENDAR

Mr Davies
DSL, TRANSITION LEAD, PCAB

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

Careers – How can this be improved?

Question	Answer	Action
How do you use online/web-based experiences?	All students have access to Unifrog, a web-based careers platform which supports with research, decision making and keeping a record of careers-based learning and interactions. Students access this as part of Character Education and are also encouraged to use the platform at home. Virtual work experience is used to complement in-person experiences. Some students in Years 8,9 and 10 currently use online work experience sessions if they are not taking part in an in-person placement. Opportunities for sector specific virtual work experience are shared via the Careers Padlet for students to work on independently.	Continue to promote Unifrog to students. Ensure parents are aware of Unifrog and its uses and benefits. Ensure opportunities for virtual work experience are being accessed by students and parents, share the link to the Padlet frequently.

PCAB Questions and Answers

Careers – How can this be improved?

Question	Answer	Action
Do you do any mini projects across the year for specific cohorts?	All subjects across the curriculum include reference to careers, and how the learning taking place can be applied in real life workplace situations. Students take part in projects and tasks in lessons, helping them to link their learning to the real world. Students are offered the opportunity to join programmes such as the Better Learners Better Workers Programme and Careers Connect Club, which both involve projects and activities working alongside others, developing essential employability skills such as communication and teamwork. Employer-led projects also take place, we have previously worked with the NHS, South Yorkshire Fire and Rescue, Dearne Live Radio Station, ESH Construction and Job Centre Plus. Projects are tailored to students' individual needs and interests.	Continue to improve links with local companies and organisations, to offer activities and projects to more students.

PCAB Questions and Answers

Careers – How can this be improved?

Question	Answer	Action
Do you have a bank of placements for work shadowing?	We have links with local businesses that offer work experience placements. Work Shadowing Day gives students the opportunity to accompany a parent or carer in their workplace. We realise this is not possible for all students, so we invite employers into school to work with them on the day and also offer workplace visits at other points in the year.	Continue to build relationships with local companies and organisations to increase the number of placements and workplace visits on offer.
Could staff do more to usher students to speak with visitors during the Careers Fair?	Students are supervised by both careers staff and their teachers at the careers fair, they are encouraged to make best use of their time there by engaging with exhibitors they are interested in.	Ensure teaching staff have prior knowledge about the exhibitors, so they are well placed to support students to interact with relevant visitors on the day.
Could you host a mock interview day for Year 12 as well as Year 10?	Last year, Year 12 students were offered the opportunity to take part in Mock Interview Day. Approximately half took up the offer. Year 12 are encouraged to arrange an interview with their work experience employer.	Consider a separate event where all Year 12 take part rather than being optional. Promote the benefits of taking part.

PCAB Questions and Answers

Careers – How can this be improved?

Question	Answer	Action
What support is in place to support students with writing applications for post 18 study?	Students take part in a tutor programme to support them with their post-18 applications. All students have a one-one careers guidance meeting with a qualified Careers Advisor.	
How are the most vulnerable students supported during Careers events e.g. Careers Fair?	Students can attend with their key workers, students are given advance notice about events. Activities are adapted, e.g. a quiet room is available on Mock Interview Day. Students are supported to find appropriate, suitable work experience placements. The careers team liaise with the SEND team and Year Leaders to identify students who may need additional support.	
Could you inform parents of which visitors will be at the Careers Fair?	Parents are informed about the careers fair, however they do not currently receive a list of exhibitors. This is shared with students in Character Education.	Send a list of exhibitors to parents beforehand, to enable them to support their child to get the most from the opportunity.

PCAB Questions and Answers

Performing Arts – How can this be improved?

| Question	Answer	Action
How much communication is there between a student's Music teacher and their Peri teacher?	Head of Music (Mrs Hole) normally meets with the Peri staff on a weekly basis to discuss the Peri lessons. However currently nothing exists on individual music registers that would flag that a student receives peri lessons which would be very useful for individual class teachers.	MST to liaise with the data team to see if this could be added to Class Charts with a symbol to make class staff aware. MST to add to agenda for weekly LM with JHO.
What support is there for lower ability students in Performing Arts lessons?	Music lessons are specifically designed with clear pathways that are well scaffolded to allow all students make progress. A similar process also happens in drama lessons. Teachers are aware of lower ability students via seating plans and will check in and support these students during the lesson.	MST to ask HOD to have a focus on lower ability students during drop-ins. LA to be added as agenda on next faculty meeting to check that what is in place is working efficiently.

PCAB Questions and Answers

E-Safety– How can this be improved?

Question	Answer	Action
How are critical thinking skills developed in regards to online safety?	This is covered across curriculum using the 'Educated for a Connected World' framework. For example, looking at Key Stage 3 Computing the Self-Image strand specifically looks at explaining how any images can be digitally manipulated. As well as the Managing Online Information strand the statement to cover is "I can analyse and evaluate the reliability and validity of online information based on content as well as appearance". Using this framework allows for subject specific discussions that a relevant to their work rather than it feeling abstract. Fake news and misconceptions are covered in tutor times as well as being part of the Votes for School offer.	EKI to continue to monitor that subjects are following the Educated for a Connected World framework.
Where can parents get more information about online safety?	Online safety information is available on our Academy website with links to websites. #WakeUpWednesday information is shared on the Academy website as well as the Principal's newsletter. We have a planned E-Safety Parents' Evening in February. We will also be inviting primary feeder school parents. As part of this evening, we will also cover supporting mental health and self-esteem on the back of access to social media.	
Could students support the AI lead with AI in schools?	Absolutely. This will be part of the roll-out plan, we will be starting working with 6th form students and working on using their feedback.	EKI to liaise with DBR to ensure that 6th Form students are used during AI roll-outs.

Wath Academy
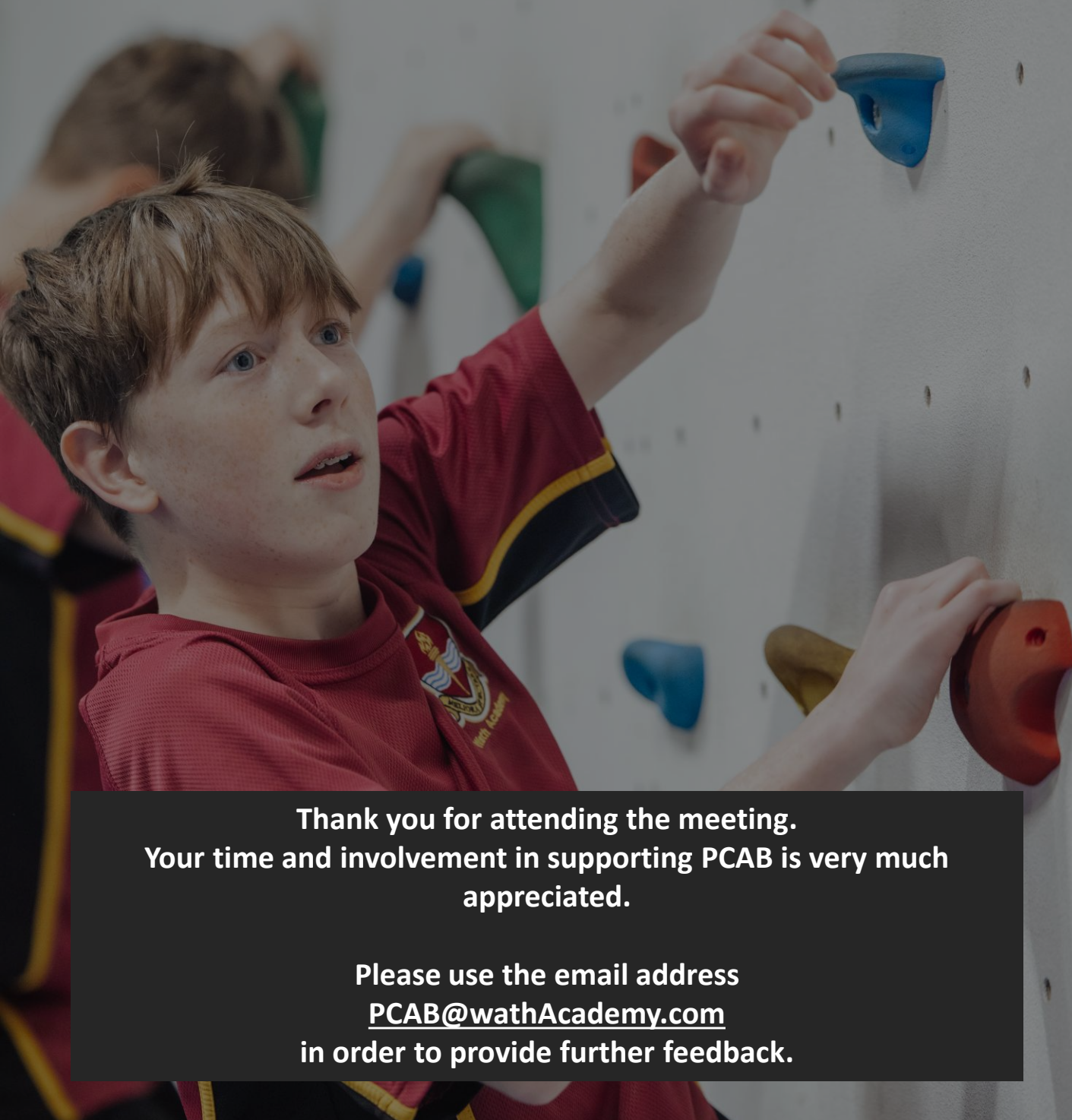
Thank you for attending the meeting.
Your time and involvement in supporting PCAB is very much appreciated.

Please use the email address
PCAB@wathAcademy.com
in order to provide further feedback.

MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.