



Wath
Academy

Prospectus

wathacademy.com

SCHOOL DAY

(Students must be onsite for 8:20)

Period 1	- 8:25 - 09:40
Period 2	- 9:40 - 10:55
Break	- 10:55 - 11:15
Period 3	- 11:15 - 12:30
Lunch	- 12:30 - 13:10
Tutor	- 13:10 - 13:35
Period 4	- 13:35 - 14:50

SCHOOL HOUSES

Athens	Carthage
	
Rome	Sparta
	
Thebes	Troy
	



Welcome to Wath Academy

This prospectus gives an insight to the exciting range of experiences available at our academy, from our broad and balanced curriculum, which is delivered via world-class learning, to our extensive extracurricular programme designed to provide enjoyable, enriching and character-developing activities.

Throughout the following pages, we hope you will see the passion, ambition and vision that drive everything we do at Wath Academy. We are committed to building a culture where people feel valued, take pride in our academy and community, and maintain high expectations because everyone matters.

We have a rich 100-year history of academic and sporting achievement. Long-standing traditions - such as the house system, which was formed in 1923, and the school's newspaper and the school's magazine, Torch provide a traditional feel in our modern learning environment. Despite our size, we pride ourselves on our supportive and caring community. We work hard to ensure that we create a disciplined environment that is rooted in the highest expectations, providing a platform for our students to showcase their abilities, talents, and enthusiasm.

We are an inclusive school within which everyone is valued. Diversity is celebrated and we warmly welcome everybody into our community. Our key drivers are the traits which provide commonality between our

staff and students: **world-class learning, the highest expectations, no excuses, growth mindset, never give up, everyone is valued and integrity.** We are confident that, by developing these, every person within the school will have the opportunity to live successful and fulfilling lives.

Our ambition to become a beacon of educational excellence sees us providing a holistic educational experience. We believe in providing students with an academic passport that allows them to have a range of choices when leaving the academy, whilst also remaining committed to developing the whole child, ensuring they have good character with which they can positively contribute to society. We aim to instil a never-give-up, no-excuses culture amongst our students, which we believe will develop resilient, solution-focused individuals. Therefore, we place an emphasis on character education, taking part in enrichment activities and attending events and trips that broaden students' horizons. We firmly believe that with the combination of a growth mindset and world class learning

every lesson, every day, there are no limits on what our students can achieve.

This is an exciting time to join Wath Academy as we continue to build on our proud history and look confidently to the future. Our students benefit from a wide range of opportunities both inside and outside the classroom, including our well-established Wednesday afternoon enrichment programme, which helps them develop new interests, skills and experiences. I look forward to welcoming you and your family to Wath Academy.



Mr A Hopkin
Principal



100 Years educating children in Wath

Wath Secondary School began in 1923, in temporary accommodation, with Rev. A T L Gear as Headmaster and three assistant teachers and 77 students. The former buildings on Sandygate were opened in 1930 with 550 students, twenty full-time teachers and two part-time instructors.

Wath Grammar School, as it was known from 1931, expanded and grew to serve the whole of the area. By 1959 there were 1082 students in a co-educational six-form entry selective grammar school, with a sixth form of about 150 students. In September 1940, Rev. Gear was succeeded by Mr J Ritchie. Mr Ritchie died in office in May 1954. After a lengthy interregnum, while Miss S Swift temporarily led the school, Dr C R T Saffell took up the headship in April 1955. He was Headmaster when, in January 1964, the former Park Road Secondary Modern School was amalgamated with Wath Grammar School, with a consequent rise in numbers to 1491 students. This bilateral institution was officially designated a comprehensive school in September 1972 with the arrival of Mr A R H Murphy as Headmaster.

Under local government re-organisation in 1974, and the abolition of the West Riding County Council, the school became part of Rotherham MBC and, in line with all other Rotherham secondary schools, had its name changed to Wath Comprehensive School. Mr Murphy departed in April 1977.

After a term with Miss Clegg as Acting Headmistress, Mr J Brothwell took over as Headmaster in September 1977. The number of students started to grow again in 1984 and 1985, as students transferred here to assist the LEA in closing Brampton Ellis Comprehensive School.

After Mr Brothwell's untimely death in February 1991, Mr D E Kirby served as Acting Headteacher before being appointed permanently from July 1991. He was succeeded in September 1997 by Mr R Godber, who retired in August 2002. In September 2002, Mr E Sampson became the Headteacher. Mr Sampson died suddenly in post in May 2003 and Mr J Chisholm became Acting Headteacher. Subsequently, Mrs P Ward was appointed as Headteacher and commenced her post in January 2004.

In Easter 2005, we moved into a brand new, purpose-built school on the current site and 2008 saw the completion of the swimming pool and synthetic turf pitch. The school grounds and playing fields extend over 28 hectares. Mrs Ward served until

her retirement in August 2016, when Mr J Taylor became Headteacher. In 2019 the school had an extension to its main building constructed as the Published Admission Number in Year 7 increased from 300 to 330 pupils.

In April of 2019, the school name became Wath Academy when it joined Maltby Learning Trust. Mr Taylor retired at the end of the 2019–20 academic year and was replaced by Mr L Ransome, who took up his duties in September 2020 and oversaw the school's centenary in 2023. After Mr Ransome was promoted within the trust, Mr A Hopkin became Principal in June 2026. Maltby Learning Trust merged with Accord Multi-Academy Trust in September 2026 to become Place Partnership, with Mr A Warboys as CEO.

Opposite page (top to bottom)
Wath schoolgirls, 1924
Opening of Wath Secondary School, 1923

This page (clockwise from top)
Wath Grammar School building, 1948
Mr Ritchie – Headmaster, 1948
Typical school classroom, 1948

Wath Academy

People belong, place matters, purpose lasts



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

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



Year 7-11 Curriculum

The school has a broad and balanced curriculum, ensuring students are well qualified in the core subjects and also have the opportunity to study subjects of specific interest. The curriculum is regularly reviewed to ensure we deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Years 7, 8 and 9 (Key Stage 3)

The subjects are divided into three main strands:

COMMUNICATION - English, History, Geography and Spanish.

STEM - Computing, Mathematics, Science and Technology.

CREATIVE - Art, Music, Drama, Religious Education, PE and Life Skills.

Students are taught in ability sets in the COMMUNICATION and STEM subjects, and in mixed ability in the CREATIVE subjects. Physical Education is taught in single-sex groups. Children with special educational needs are given additional support in specific lessons and identified students have access to a "Step Up" programme, providing additional support in fundamental skills.

For some students in Y10, a modified curriculum is offered. An individual timetable of study is tailored to meet their needs and combines core academic study with vocational classes out of school.

Teaching is aimed at enabling all students to meet or exceed their individual target, allowing them to move into the sixth form or other further education opportunities or to access an apprenticeship course.

Years 10 and 11 (Key Stage 4)

These courses begin in Year 10 are completed in Year 11. Students take a common core curriculum in Key Stage 4 of English, Mathematics, Science, Religious Education, Life Skills and Physical Education. The majority of our students study either Geography, History or Spanish. In addition, students choose two subjects from Art, Business, Child Development and Care, Computer Studies, Dance, 3D Design, Drama, Enterprise and Marketing, Food and Nutrition, Graphics, Health and Social Care, ICT, Music, Photography, Psychology, Sociology and Sport.

Enrichment activities form a vital part of the curriculum at Wath Academy, with all students participating each Wednesday afternoon. A diverse and engaging programme is available, giving students the opportunity to select up to four different activities throughout the year. These experiences are designed to develop key life skills, build confidence, and foster resilience—preparing students to succeed beyond their time at Wath Academy and empowering them to reach their full potential as future-ready individuals.





Character Education

Wath Academy prides itself in providing a broad and balanced curriculum, which includes raising student aspirations and developing their character.

The purpose of Character Education at Wath Academy is to enable all students to:

- Understand what values/virtues are important and why these are essential for our wellbeing and happiness
- To reflect on and apply these values/virtues to develop excellence of character
- To become exemplary role models for these values/virtues
- To develop a practical wisdom in decision making that will help them to flourish

Character Education is therefore a personal pursuit of excellence in character enabling all of our students to be happy and fulfil their potential.

The programme covers key values such as kindness, respect, resilience and forgiveness. The values covered are linked to a diverse range of role models so that students can be inspired by real life stores. For example, the value of forgiveness is linked to Nelson Mandela.

We believe 'your qualifications will get you the interview, but your character will get you the job'.

Every student in school, at the start of the academic year, sets three goals that they focus on. Students set goals under the following categories: Wellbeing, Adventure and Experiences and Education and Careers. This provides an holistic approach to goal setting and personal development. In addition to the setting of goals, tutor time provides a framework where students regularly selfreflect on progress made towards meeting their targets.

Studies have found that people who set regular, personalised goals are more likely to be successful and content in life. This is because having goals to focus on makes a person more driven, accountable and motivated.



Votes for Schools (VfS)

'Votes for Schools' is a debating programme that helps to support a wide range of skills that contribute to the character development of students. These include tolerance, empathy, oracy, confidence and resilience.

Two 25-minute sessions are delivered to each tutor group every week. In the first Votes for Schools session of the week, students are introduced to a current affairs question/dilemma and presented with information relating to both sides of the argument.

Throughout this session, students are set various tasks, centred around group discussion and other interactive tasks. Students are then set the homework of discussing the vote topic at home with parents/carers. This is further supported by our Votes for Schools parent information sheet. This is displayed on the school's website and gives parents/carers a clear insight into the topic their son/daughter is discussing each week.

In the second VfS session, students are asked to vote for whether they agree or disagree with the 'motion' or whether they answer 'yes' or 'no' to the session's question. Students then construct a two minute speech to articulate their point of view. Students do this with the assistance of additional sentence starters included in the planner. At the end of this session, students' votes are added anonymously into the Votes for Schools website. Votes for Schools compiles the results of the vote topic and sends it back to school so that we can see how our votes compare to that of over 2000 other schools.

"Votes for Schools, which provides weekly lessons on contemporary issues within tutor groups, is a great asset to the school. This was of particular use to me as one of the topics discussed as part of Votes for Schools – modern day slavery – came up in my first interview for Cambridge. Having prior knowledge of this allowed me to feel much more confident in answering the questions I was given and I'm certain contributed to them offering me a place on their course."

Olivia Bell



Teaching & Learning

We are passionate about providing exceptional learning experiences.

Teachers at Wath Academy:

- Are passionate about changing life chances of young people
- Are passionate about working at Wath Academy
- Are passionate about Teaching and Learning (T&L)
- Truly love their subject
- Make learning interesting, fun and relevant
- Know the detail and nuances of the exam specifications
- Forge excellent relationships with all students
- Are strict but fair
- Have a true growth mind-set – a commitment to continuous improvement

To ensure that all staff can deliver world-class learning we provide an extensive CPD programme with four main elements:

CPD Sessions

Staff attend weekly CPD sessions, which are meticulously planned based on the needs of our staff and our very own T&L standard. Each session is delivered by an exceptional teacher who forms part of our central teaching and learning group.

Staff Reading

We are passionate about engaging with impactful, evidence-based T&L strategies. Each member of staff is provided with a specific teaching and learning book, which has been hand selected to align with our needs and T&L standard. The chosen book is reviewed in CPD sessions to generate discussion and debate whilst also informing best practice.

IRIS

We use IRIS technology as a self-and-peer-reflection tool. The technology is a fundamental part of our CPD programme, giving us the opportunity to reflect on current practice whilst also widely sharing best practice.

Drop Ins

We have an open-door policy through which staff receive regular high quality, insightful feedback following low stake drop ins. We see great value in facilitating regular conversations around T&L with a view to these conversations being purely developmental.

T&L Bulletins

At regular points throughout the academic year we create our own Teaching and Learning Bulletin to support the development of best practice in the classroom. These are research informed and created by staff for staff and therefore bespoke to our needs.



Sixth Form: Year 12-13

Wath Academy Sixth Form is very proud of its strong academic record and its success in sending students to leading universities, including Oxford and Cambridge. The very high standards of teaching, combined with quality pastoral care where each student receives individual attention, support our students through this vital stage in their education. We are delighted to welcome students from other schools.

Curriculum Pathways

We offer two pathways leading to Level 3 qualifications. This is to ensure appropriate progression from GCSE and to maximise student choice of post-16 subjects. Our curriculum offer provides a degree of flexibility that enables each student to access courses that are best suited to their Key Stage 4 qualifications and future career aspirations. Every student follows a suite of substantial qualifications that stretch and prepare them for education at the next level or for employment.

A-Level Courses

The Academic pathway focuses on traditional A-Level qualifications and students on this pathway will be expected to select three, possibly four, subjects. These are assessed mainly through exams, with non-exam assessment in some subjects. Students should have a minimum of a Grade 5 in GCSE English and Mathematics. They should also have three Grade 5s from other subjects. Other subject specific entry requirements may apply; see the Sixth Form prospectus for further details. Students can study the following subjects: Art and Design, Biology, Business, Chemistry, Computer Science, Design, Drama, Economics, English Language, English Literature, French, Geography, History, Mathematics, Media Studies, Photography, Physical Education, Physics, Politics, Psychology, Religious Studies, Sociology, Spanish.

Applied Courses

The Applied pathway includes BTEC Level 3 qualifications and Cambridge Technicals.

These courses are assessed through coursework assignments and an external examination. On the Applied pathway, students should have a minimum of a Grade 4 in GCSE English and Mathematics. Students can study the following subjects: Business, Criminology, Dance, Health & Social Care, ICT, Public Services, Science, Sport, Travel and Tourism.

Enrichment

We have an impressive history and proven track record of developing well-rounded students who have the qualifications, skills and character to go on and live happy and successful lives. We believe that subject choices will be crucial to the future success of our students. However, although subject qualifications might get students a job interview in the future, it will be their character that secures them the post. Therefore, we encourage students to immerse themselves in activities outside of the classroom that will significantly contribute to their overall development.





Sixth Form: Football Scholarship

The football scholarship is a specialist 16–18 football programme delivering exceptional experiences to aspiring talented footballers. It is a realistic pathway into semi-professional/professional football, whilst studying at a highly successful sixth form.

The scholarship is an elite football development programme that ensures all students access a first-class football experience in addition to their post-16 education.

All players on the scholarship programme undertake A levels or vocational subjects during the course, with further possibilities to acquire work-based qualifications, such as the FA Level 1 coaching qualification.



Sixth Form: Golf Scholarship

Wath Academy Sixth Form and Waterfront Golf are working in collaboration to offer students the opportunity to enrol on a golf scholarship programme.

Scholars study Level 3 qualifications (A Level and/or vocational courses) alongside golf training, giving students the opportunity to experience a range of progression routes into a variety of careers in golf.

The programme is proving to be an outstanding golf experience, offering a unique opportunity for highly talented 16–18 year old golfers to further develop their golf education in addition to their academic studies.

The scholarship provides access to elite level practice facilities via Waterfront Golf and lessons from qualified PGA coaches.





Sixth Form: Rugby Scholarship

The Rugby Union Scholarship programme offered at Wath Academy Sixth Form is a specialist 16–18 programme delivering exceptional experiences to aspiring and talented rugby union players.

It is a realistic pathway into semi-professional rugby, whilst studying at a highly successful sixth form. In short, the scholarship is an elite rugby union development programme that ensures all students access a first-class rugby experience in addition to their post-16 education.



Sixth Form: Netball Scholarship

The netball scholarship offered at Wath Academy Sixth Form is a specialist 16–18 netball programme that ensures all students access a first-class netball experience in addition to their post-16 education.

All players on the scholarship programme undertake A levels or vocational subjects during the course with further possibilities to acquire work-based qualifications such as England netball level 1 course.

Scholars access a high-quality netball provision working with coaches who have previously and currently still working within the professional game. The programme involves training on a regular basis with the scholarship coaching team this provides players with a fantastic opportunity to further develop their Netball education and knowledge of the game.





Sixth Form: Performing Arts Scholarship

DANCE SCHOLARSHIP

If you are interested in a career within the performing arts industry, then the Wath Academy Sixth Form Dance Scholarship is for you.

This programme is designed to give you a practical and theoretical understanding of dance technique, education and industry. Although it is a very practical course, there are elements of theory in all units. The Dance Scholarship is for students who actively want to be a part of the performing arts industry and have an interest in dance as a potential career pathway.



DRAMA SCHOLARSHIP

If you are interested in a career within the performing arts industry or developing a range of transferable skills appropriate for all workplaces, then the Wath Academy Sixth Form Drama Scholarship is for you.

This programme is designed to give you a practical and theoretical understanding of Drama, theatre and industry. Although it is a very practical course, there are elements of theory that will deepen your dramatic understanding. The Drama Scholarship is for students who actively want to be a part of the performing arts industry and have an interest in drama as a potential career pathway.



MUSIC SCHOLARSHIP

If you are interested in a career within the performing arts industry or developing a range of transferable skills appropriate for all workplaces, then the Wath Academy Sixth Form Music Scholarship is for you.

This programme is designed to give you a practical and theoretical understanding of Music and related industries. Although it is a very practical course, there are elements of theory that will deepen your understanding of music. The Music Scholarship is for students who actively want to be a part of the performing arts industry and have an interest in music as a potential career pathway.



Our Vision

The Wath Academy Sixth Performing Arts Scholarship aims to deliver exceptional experiences that enable all scholars to thrive in a competitive environment and lead successful and fulfilling lives.

Our Intent

- All Performing Arts scholars develop an inner belief and ambition to fulfil their dreams
- All Performing Arts scholars develop a passion for life-long learning and development
- All Performing Arts scholars make first rate progress and develop their performing ability and knowledge
- All Performing Arts scholars develop exceptional character that exemplifies a phenomenal work ethic, confidence and high levels of grit, resilience and determination
- All Performing Arts scholars gain an array of positive memories which last a lifetime



Rewards

Our golden ticket rewards system enables all students to gain an array of positive school memories. The activities offered are heavily influenced by student voice. We believe that a strong reward system is vital to both motivate students to work hard in class, and then reward students for doing so.

By providing exciting activities for students to aim for, they will increase their inner belief and develop a passion for learning. This in turn will lead to gaining first rate qualifications.

We have the belief that all students are capable of earning enough reward points to participate in the golden ticket events,

thus gaining a positive array of school memories. Students earn points in the following ways; demonstrating the key drivers in lessons, filling their conduct card, attending enrichment activities, and 100% attendance, 100% punctuality and 100% excellent conduct.

This year we have increased the value of rewards to motivate students to work hard in class and be a responsible citizen around the school.

The conduct card is used to record completed homework and also positive actions around school and is a great method of showing a visual and immediate reward for students.

Example Golden Ticket Events Schedule

HT	Activity 1	Activity 2	Activity 3
1	Giant Inflatables	Manvers lake	Ready steady cook/ Movie night
2	Movie night	Ice skating	Ready steady cook/ Star Books
3	Movie Night	Ready steady cook/ Star Books	Bowling
4	Kick about	Doncaster dome	Ready steady cook
5	Sports tournaments	10 Pin Bowling	Movie night/ Star Books
6	Inflatables	Sports tournaments	Manvers lake



Photo - Adobe Stock

Photo - Adobe Stock



Extracurricular: Sport

The school prides itself on both the range of sporting extracurricular activities offered and the high standards achieved. In recognition of this, the school has regularly been presented with Sportsmark Gold - a national award for sporting excellence and provision.

Accommodation in the PE Faculty consists of a large sports hall, two well-equipped gymnasia, a fitness suite with multi-gym equipment and 3 teaching classrooms. Sports pitches include 3 football, 3 rugby, 2 cricket, 3 hockey, an athletics track, 6 netball, 6 tennis courts and a floodlit astro turf pitch and a newly built climbing wall. All PE staff have qualifications in a wide variety of governing body awards for teaching and coaching.

New Climbing Wall

Our brand new 7.1m high, 8 pitch climbing and bouldering wall has made an immediate impact on students at Wath. The Entr-prises Wall offers 82m² on the main wall and 10m of bouldering on the side. The wall has been designed to offer a mixture of some easier climbs for younger students, right up to 6c level, which gains top marks in A-Level and GCSE PE climbing.

PE staff have enjoyed being trained up, so we now have 8 qualified instructors to enable lots of students to access the wall. Every student in Year 9 will now has timetabled PE lessons on the wall following the Outdoor and Adventurous pathway we offer in Core PE. Students in Year 10 and 11 can now select climbing as an option as part of their PE curriculum.





Extracurricular: Sport

Students in all year groups are welcomed to join our extracurricular Climbing Club to get involved and start climbing – will you reach the top?

The school's record of success in sport places it as one of the strongest in Yorkshire across a wide range of activities. Students have progressed through town, district and county teams in a number of sporting activities, with some achieving national recognition in rugby, football and athletics. We are also proud to support a large number of students who compete at national level in sports not currently offered at school.

We have very close links with the Dance Faculty and have both recreational and competitive, Dance, Gymnastics and Trampolining clubs. We compete in local and regional competitions every year, such as Gymfest.

There are sports teams and clubs in each of the following:

Athletics, basketball, cricket, cross-country, dance, football, gymnastics, hockey, netball, badminton, rounders, tennis, rugby, volleyball, weight-training, trampolining and table tennis.

All students are encouraged to participate as these clubs are open to all abilities. We pride ourselves in the high levels of commitment and dedication of both staff and students. Representing the school is a great honour and something that students at Wath are proud of.





Extracurricular: Drama & Music

DRAMA

In Drama, we offer a range of extracurricular opportunities for our students. Our Key Stage 4 and 5 students have access to the Drama studios at lunchtime and after school, to work alongside staff in developing their performance skills. Key Stage 3 students are encouraged to showcase their talents in House Drama competitions. We also run a whole-school production each year and this is available to all students.

Further to performance work, we recognise how important it is for our students to see live theatre and therefore offer numerous opportunities to engage with this through theatre trips, live theatre streams and opportunities to share work across the key stages within school.

MUSIC

The Music Department at Wath Academy offers a rich and diverse range of activities, throughout the year, culminating in performances to showcase student talent. The department hosts a variety of peripatetic music lessons on a weekly basis, including the following instruments: Brass, Woodwind, Percussion, Strings, Classical Guitar, Electric Guitar, Bass Guitar, Piano and Keyboard. Alongside the instrumental lessons, there are a range of activities open to all students on a weekly basis, taking place at lunchtime and after school including; School Wind Band, Saxophone Ensemble, Woodwind Group, Vocal Group, Advanced Vocal Group, Ukulele Group and String Ensemble.

The department also produces a Vocal Evening, which showcases the singers and their diverse range of repertoires, as well as the Piano Evening where the pianists get the opportunity to perform on the Steinway Piano in the Main Hall. The department also runs a monthly lunchtime 'Buskers on the Balcony', where all students are encouraged to audition and perform for their peers. The Summer Production is in collaboration with the Performing Arts Team, where the Music Department takes a prominent role. Past collaborative work has included musicals (Bugsy Malone, Little Shop of Horrors), Wath's Got Talent, The W Factor and a Performing Arts Showcase.





Extracurricular: Dance

DANCE

In Dance, we offer a wide range of fun and exciting clubs and programmes for all students to access. For our KS3 students, we offer our weekly dance club where students get to create performances for all of our shows and events throughout the academic year. We also offer cheerleading where we compete at a national level every year. This year we will also be launching an exciting new boys' dance project: looking at parkour, free running and musical theatre. At KS4, we offer an extensive programme for all exam students, allowing them

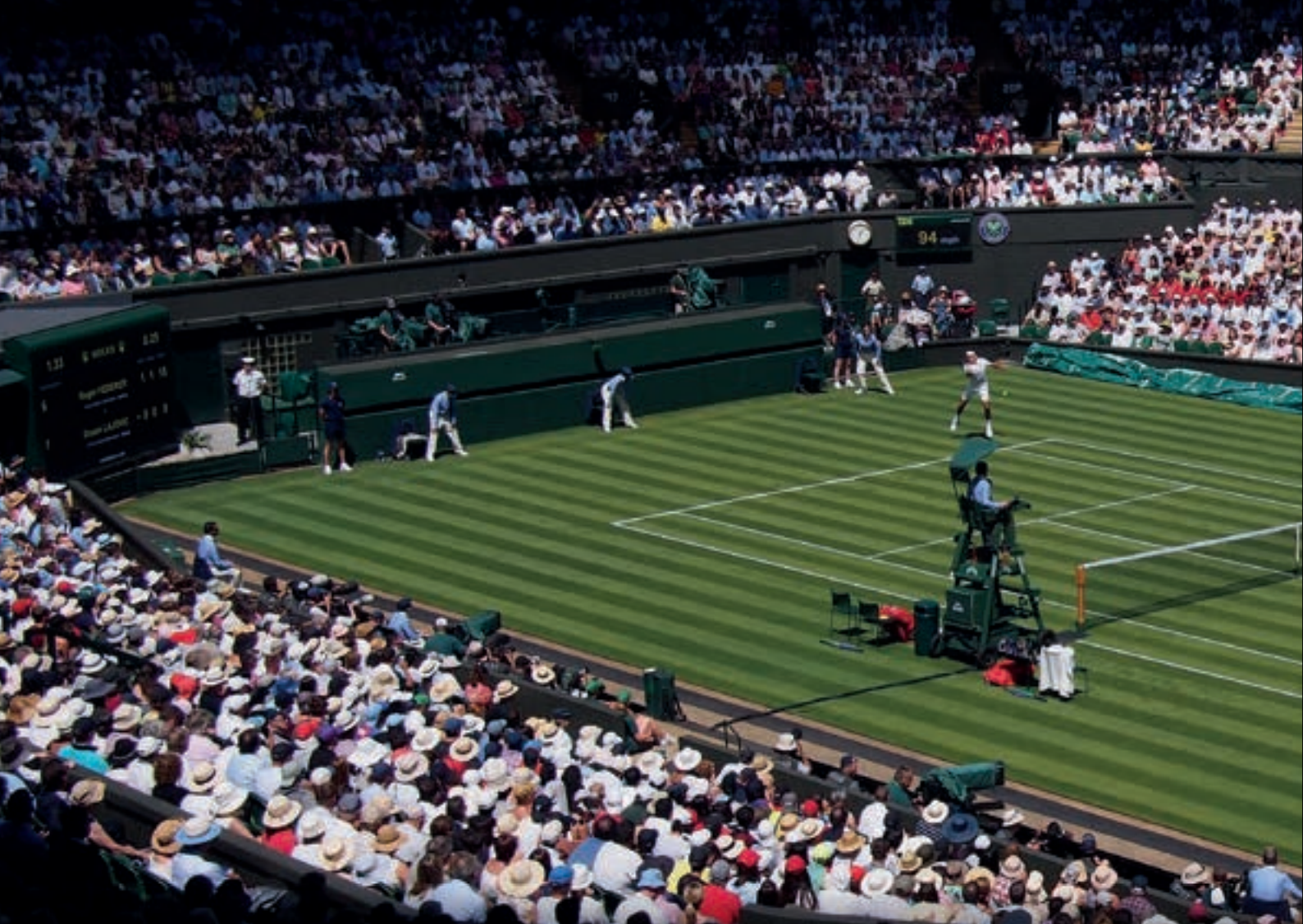
private time in the dance studios to improve technique, develop skills and also have rehearsal space to improve practical coursework. They also have the opportunity to be involved in cheerleading and our KS4 Dance company, where we create performances for shows and events. For KS5, we have a partnership with Cast Academy where students can participate in Dance enrichment, experiencing an array of different classes and workshops, offering a wide range of skills and styles from Musical Theatre to Acro. They also have the opportunity to be on the Cheerleading Team and be a member of the KS5 Company. We are involved in lots of competitions and performances throughout the year such as UKCA, South Yorkshire Games and the school Pantomime. But our main event is our annual Movement Evening show. This is a whole school celebration of Dance and

Performance and is open to all students to participate in regardless of age or dance experience. This includes everything from commercial numbers to Kamikaze acts. We normally have around 300 students taking part each year. Finally, we have just launched our Elite Dance Squad, which is a team of dancers from Y7-Y13 who have shown a particular talent for dance. These students work collaboratively and partake in very technical and challenging workshops and competitions. We are hoping that the Elite squad will expand and flourish year upon year. We also have strong connections with NSCD, UCLan and local theatre to ensure we can give students enriching experiences of watching live performance and working with professionals in a workshop environment. There really is something for every student to get involved in!

In addition to the opportunities in PE, Drama and Music there are extracurricular activities in many other fields, including:

Duke of Edinburgh Award, Art Club, Study Stars Homework Club, KS3 Maths Club, Chess Club, Business Studies Club, Book Club, Board Games Club, Yoga, BSU Fitness Club, Dance Groups for boys and girls and the Student Newspaper Team.





Wimbledon, Shep Mcallister, Unsplash



Extracurricular: Enrichment Visits

At Wath Academy, we realise the positive effect that learning experiences outside the classroom can add to a student's character. Each year there are a tremendous number of opportunities offered, both in school, and out of school. Residential opportunities include:

The Geography and History Departments have led field visits to Castleton, The Somme, Iceland, Barcelona, Sicily, Washington and New York in recent years to support the learning of curriculum content. The History Department provides opportunities for students to engage with the local historic environment through visits to Conisbrough Castle, the National Coal Mining Museum and Hardwick Hall.

The Geography Department also takes students on day visits to Bridlington, Flamborough and Burbage Brook, to undertake practical field study investigations that form the basis of their non-exam assessment.

The PE Faculty offers an annual skiing visit to the Alps during the Easter holiday and also organises sports tours in netball, football and rugby. Recent tours have seen the netball team travel to Spain and the football team to France.

In addition to residential experiences, students also take part in day trips. The PE Faculty takes students to the Wimbledon Tennis Championships. This trip also includes a tour of London's major tourist attractions.



Shutterstock



Yorkshire Mining Museum, Adobe Stock



Verdun Poppies, Lia Tzanidaki, Unsplash



New York, Todd Quackenbush, Unsplash



Barcelona, Adobe Stock



Washington, Shutterstock



Extracurricular: Enrichment Visits

The Modern Foreign Languages Faculty regularly participates in and often hosts competitions organised by "Business Language Champions". These have included talks and challenges set by MI5 officials, the Royal Society of Chemistry and Network Rail. We have an annual French Exchange visit, where Wath students visit a school in St. Etienne. We have also organised trips to Barcelona, Navarra, Berlin, Munich and Cologne. We organize events within school each year to celebrate European Day of Languages.

Wath's Religious and Social Sciences Faculty offers the opportunity for students in Year 9 to visit the National Holocaust Museum to learn about the treatment of Jews in Germany during the Second World War.

The Science Faculty takes students to the Yorkshire Wildlife Park, Science Summer School in London, Engineering Extravaganza at the AMRC training centre in Sheffield and a series of day visits to 'Science Live' lectures aimed at KS4 and KS5 students, to name a few. All these aim

to raise aspirations and students' love and appreciation of Science.

At KS5, the Science faculty take Biology students on a residential field trip to North Yorkshire, offer a day visit to the Body Worlds Exhibition in London, where students get the chance to study anatomy, and offer a range of higher education lecture and practical experiences at universities. Science Week is also a huge annual celebration at Wath Academy, which includes: assemblies, competitions, cross curricular work, visits, guest speakers and a planetarium in the main hall.



Berlin, Adobe Stock



Arthur Lambillotte, Unsplash



Craig Thomas, Unsplash



Student Care

We aspire to improve the life chances of all our students, through their ongoing progress and improvement in learning. Education should be a positive and transformational experience, regardless of ability or background, and we are committed to raising achievement for everyone. We have the highest expectations of all our students, in every area of school life.

Wath Academy is a caring and ordered community with an atmosphere of calm and purposeful learning. Students are treated as individuals; we recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim to create a love of learning and a resilience that is essential for achieving excellence. We work hard to ensure every young person is happy, safe and successful

– a credit to themselves, their family and the school. The safeguarding of children is the responsibility of all adults. In Wath Academy, this includes staff employed by the school, staff commissioned or contracted from external services and agencies, volunteers, governors, parents/carers and extended family members. We all have a responsibility to ensure that children always feel safe and well. Within our school, this means that we ensure that a child feels able to learn and develop in a safe environment. We have a designated safeguarding team and also a member of staff designated for e-safety. The school also has a Mental Health Practitioner on site as well as linking with the 'With Me In Mind' initiative to support students with their mental health and wellbeing needs.

In addition to the above, we have a team of Student Support Workers (SSWs) who work closely with the pastoral, academic and safeguarding teams in the academy. The SSW team carefully plan student-specific intervention that supports the well-being

and emotional needs of students. Support can be delivered in small groups, one-on-one, or in lessons. Examples of the types of intervention sessions include: anger management, anxiety management, taking responsibility, developing self-esteem and building and maintaining positive friendship groups.

Student Support Workers not only liaise with other staff in the academy, but also with parents/careers and multi-agencies to ensure that students develop high levels of character and emotional, social and physical resilience to engage successfully with learning and fundamentally improve students' life chances.

In a large school, it is important that each student receives close individual help and support. At Wath Academy, each year group receives support and guidance from an Academic Year Leader and Pastoral Year Leader, who are responsible for the academic progress, general welfare and behaviour of the student.



SEND

Wath Academy does everything it can to enable all students, regardless of ability, to have the opportunity to fulfil their potential

We ensure that all pupils have access to a curriculum which has been differentiated appropriately to the individual's ability. We break down 'barriers to learning' and give each student the opportunity to access a relevant and appropriate curriculum.

We have a large designated team to support students with Special Educational Needs and Disabilities; this includes our Parkin Suite which is used for physiotherapy sessions and a base for our students with particular physical and sensory needs. Our extensive team also provides support for students with communication and learning, cognition and learning and social emotional mental health challenges. We are passionate that about ensuring that all students access the full curriculum and achieve their full potential.





Our Pastoral System

At Wath Academy, each year group has an Academic Year Leader and a Pastoral Year Leader.

The Academic Year Leader is a teacher who oversees each student's progress, with a specific focus on academic issues such as a student having difficulty coping with the demands of a particular subject. In such cases, the Academic Year Leader will work to support the student by communicating with teaching staff and finding a solution to the issue. The Academic Year Leader also analyses each student's performance at the end of each Learning Cycle and identify students who are deserving of rewards, as well as those who are in need of additional support. They will regularly drop into lessons to see how their students are progressing and to celebrate success, at the same time maintaining a presence to ensure good behaviour. The Academic Year Leader also leads the year group's assemblies each week.

The Pastoral Year Leader is a non-teaching member of staff whose role involves supporting our students in matters relating more often than not to issues outside of lessons. These include social issues with friendships or where there is an issue between students or groups. The Pastoral Year Leader also deal with issues relating to family, and will liaise with outside agents such as social services where appropriate. They also visit lessons to celebrate the successes of the students in their year group, whilst being available to help with the enforcement of the behaviour policy and ensure the smooth running of lessons.

It is important to note that, whilst each Leader has a particular focus, they are both capable of dealing with either types of issue and, if a problem occurs, it can be dealt with in the first instance by either the Academic or the Pastoral Year Leader.



Our House System

The house system dates back to our humble beginnings and it did much in those early years to encourage students to progress.

New students would join a house rather than a tutor group and they would have a house master or mistress to guide them through their education from the day they started until the day they left school. All games and academic endeavours were celebrated as house, not individual, achievements.

We continue to be passionate about our house system. The aim is to build teamwork, confidence and community through competition. Every student is a member of one of the houses and competes to earn points for their house. Students can earn points for achievements such as attendance, progress, sport, poetry, games etc. We want every student to develop the character, grit and determination to enable them to compete and experience what it feels like to be part of a successful team as well as getting first hand experiences of camaraderie and team spirit.

House competitions are held every week, usually Friday lunch time. The House Team has developed a series of events, with a focus upon mass participation. The events accommodate the whole school, Sixth Form included. They must be fun and competition based. The winning team gets 600 points for a win, and each contestant gets 5 points for entering. A register is taken at each event to enable the house team to manage participation and reward attendees. House events are vibrant and exciting. They are often fun and promote teamwork and competition.

Athens	Carthage	Rome	Sparta	Thebes	Troy



Our House System

Athens	Carthage	Rome	Sparta	Thebes	Troy

Building teamwork, confidence and community through competition.



Athens

ASPIRATION | COMPETITIVENESS | LOYALTY | RESPONSIBILITY | WISDOM



Athens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after Athena, the goddess of wisdom and warfare. The Athenians invented democracy, a new type of government where every citizen could vote on important issues, such as whether or not to declare war.

prominent philosophers, writers and politicians of the ancient world. It is widely referred to as the cradle of western civilisation, and the birthplace of democracy.



Parthenon, temple dominating the hill of the Acropolis, Athens.

ASPIRATION | COMPETITIVENESS | LOYALTY | RESPONSIBILITY | WISDOM

Building teamwork, confidence and community through competition.



Carthage

CANDIDNESS | HONESTY | KINDNESS | PERSEVERANCE | STRENGTH



According to legend, colonists from modern-day Lebanon, led by Queen Elissa, founded Carthage c. 814 BC. The Carthaginian Empire extended over much of the coast of north west Africa as well as encompassing substantial parts of coastal Iberia and the islands of the western Mediterranean Sea.

Carthage settlers were seafaring people known as the Phoenicians. The ancient city of Carthage, located in modern-day Tunisia, was a major centre of trade and influence in the western Mediterranean. Carthaginians were a formidable warring nation. They fought a series of wars



Ancient ruins of Carthage, Tunisia.

CANDIDNESS | HONESTY | KINDNESS | PERSEVERANCE | STRENGTH

Building teamwork, confidence and community through competition.



Rome

CONFIDENCE | CREDIBILITY | FAITHFULNESS | RELIABILITY | TRUST



The civilisation began as an Italic settlement in the Italian Peninsula, that grew into the city of Rome and which subsequently gave its name to the empire over which it ruled. The Roman Empire expanded to become one of the largest empires in the ancient world.

Ancient Roman civilisation has contributed to modern language, religion, society, technology, law, politics, government, warfare, art, literature, architecture and engineering. Rome professionalised and expanded its military and created a system of government called res publica, the inspiration for

modern republics such as the United States of America and France. It achieved impressive technological and architectural feats, such as the construction of an extensive system of aqueducts and roads, as well as the construction of large monuments, palaces and public facilities.



Roman Forum, Rome, Italy.

CONFIDENCE | CREDIBILITY | FAITHFULNESS | RELIABILITY | TRUST

Building teamwork, confidence and community through competition.



Sparta

CONSIDERATION | COURAGE | ENDURANCE | TEAMWORK | VISION



Sparta was a prominent city-state in ancient Greece. Around 650 BC it rose to become a dominant military land-power. It was unique for its social system and constitution, which configured its entire society to maximise military proficiency at all costs, focusing all social institutions on military training and physical development. Spartans underwent the rigorous agoge training and education regimen. This started at the age of 7 and lasted for 11 years.

Spartan phalanx brigades were widely considered to be among the best in battle. The movie '300' is based on the Battle of Thermopylae, where 300 Spartans held off 100,000 to 150,000 Persians. It is a true story about the victory of a few brave Spartans holding their ground against a larger adversary.



Ancient ruins of Sparta, Greece.

Spartan women also enjoyed considerably more rights and equality with men than elsewhere in classical society.

CONSIDERATION | COURAGE | ENDURANCE | TEAMWORK | VISION

Building teamwork, confidence and community through competition.



Thebes

AMBITION | DETERMINATION | ENTHUSIASM | FOCUS | OPTIMISM



Thebes was a city in Boeotia, central Greece. It played an important role in Greek myths, as the site of the stories of Cadmus, Oedipus, Dionysus and Hercules. Thebes was the largest city of the ancient region of Boeotia and was the leader of the Boeotian confederacy. It was a major rival of ancient Athens, and sided with the Persians during the 480 BC invasion under Xerxes. Thebes was a major force in Greek history, and was the most dominant city-state at the time of the Macedonian conquest of Greece. During the Byzantine period, the city was famous for its silks.

Thebes was, according to legend, the birthplace of the mythological pan-Hellenic hero Hercules. In classical mythology, Hercules is famous for his strength and for his numerous far-ranging adventures.



Ancient Theater in Boeotia, Greece.

AMBITION | DETERMINATION | ENTHUSIASM | FOCUS | OPTIMISM

Building teamwork, confidence and community through competition.



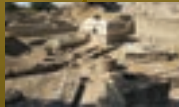
Troy

CURIOSITY | DEDICATION | INGENUITY | PRUDENCE | TOLERANCE



Troy was a city in the far northwest of the region known in late classical antiquity as Asia Minor, now known as Anatolia in modern Turkey. It was the setting of the famous Trojan war. During the war, the city of Troy was besieged for ten years. After the deaths of many heroes, including the Achaeans Achilles and Ajax, and the Trojans Hector and Paris, the city fell to the rule of the Trojan Horse. Legend states that the Greeks pretended to sail away whilst leaving a large wooden horse as a gift. The horse was dragged into the city by the Trojans, but inside were hidden Greek soldiers. These soldiers let the rest of the army into the city and then the city of Troy fell. Contrary to popular belief, Homer's 'Iliad' does not end with the destruction of Troy but with a temporary truce, after which the fighting continued.

A famous Trojan is Helen of Troy. In Greek legend, she was often described as the most beautiful woman in Greece and the indirect cause of the Trojan War. She was the daughter of the god Zeus.



Ruins of ancient legendary city of Troy in Canakkale, Turkey.

CURIOSITY | DEDICATION | INGENUITY | PRUDENCE | TOLERANCE

Alumni:

Mark Alexander Rogers

Mark graduated with an English degree from Leeds University, and went on to become an Officer and Pilot in the Army Air Corps.

Studied:

A-LEVEL - Drama
A-LEVEL - English Language
A-LEVEL - Music
A-LEVEL - General Studies



“YOU'RE A PRODUCT OF YOUR DECISIONS, NOT YOUR CIRCUMSTANCES; YOU CAN HAVE RESULTS OR EXCUSES, NOT BOTH”.

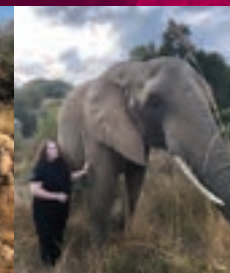
Alumni:

Jordan Allsop

Jordan studied Veterinary Medicine and Science at the University of Surrey and as part of this completed a placement in South Africa.

Studied:

A-LEVEL - Biology
A-LEVEL - Chemistry
A-LEVEL - Geography



“DON'T LET ANYBODY TELL YOU YOU CANNOT DO ANYTHING, IF YOU WORK HARD ENOUGH YOU WILL ACHIEVE YOUR GOALS”.

Alumni:

James Dyer

James studied Automotive & Transport Design at Coventry University and completed a Management Graduate Scheme at Kite Packaging.

Studied:

A-LEVEL - Economics
A-LEVEL - English Language
A-LEVEL - General Studies
A-LEVEL - Product Design



**"THE BEST THING
ABOUT MEMORIES
IS CREATING
THEM".**

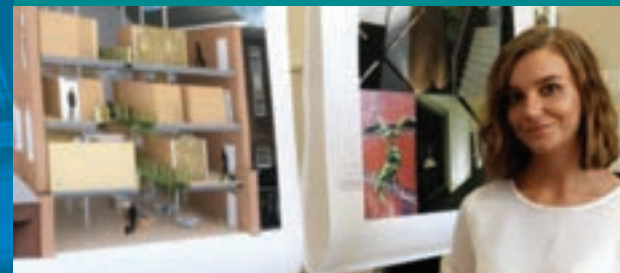
Alumni:

Camille Oxberry

Camille achieved a First Class Honours Degree in Interior Architecture at Sheffield Hallam University and then worked as an Interior Designer.

Studied:

A-LEVEL - Art
A-LEVEL - German
A-LEVEL - Psychology



**"CREATE SOLUTIONS
NOT EXCUSES".**

Alumni:

Shaun Stone-Riley

Shaun studied Filmmaking and Media Studies at Sheffield University, producing in his final year the multi-award winning Short film "Only Looking Forward". He went on to work in the Media industry as a Director/Producer for Film and TV.

Studied:

A-LEVEL - Drama
A-LEVEL - Art
BTEC - Art
A-LEVEL - General Studies
A-LEVEL - Sociology



**"MAKE ACHIEVING
GOALS YOUR PASSION,
PRIORITIZE THE FUTURE
AND ENJOY THE
PRESENT".**

Wath Academy Uniform

**At Wath Academy, we enforce
our strict uniform policy
rigorously.**

We believe that wearing our distinctive uniform gives our pupils a sense of belonging, helps foster pride in the Academy and stops pupils coming to school in inappropriate clothing or footwear.

Pupils are our ambassadors in the community. Therefore, we expect all pupils to wear full uniform when travelling to and from the Academy.

Details of the uniform policy are available on our school website: [wathacademy.com](https://www.wathacademy.com)





OUR VISION:

PEOPLE BELONG, PLACE MATTERS,
PURPOSE LASTS.

OUR MISSION:

WE COMMIT TO BUILDING A
CULTURE WHERE PEOPLE FEEL
VALUED, TAKE PRIDE IN THEIR
PLACE, AND HOLD HIGH
EXPECTATIONS BECAUSE
EVERYONE MATTERS.



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