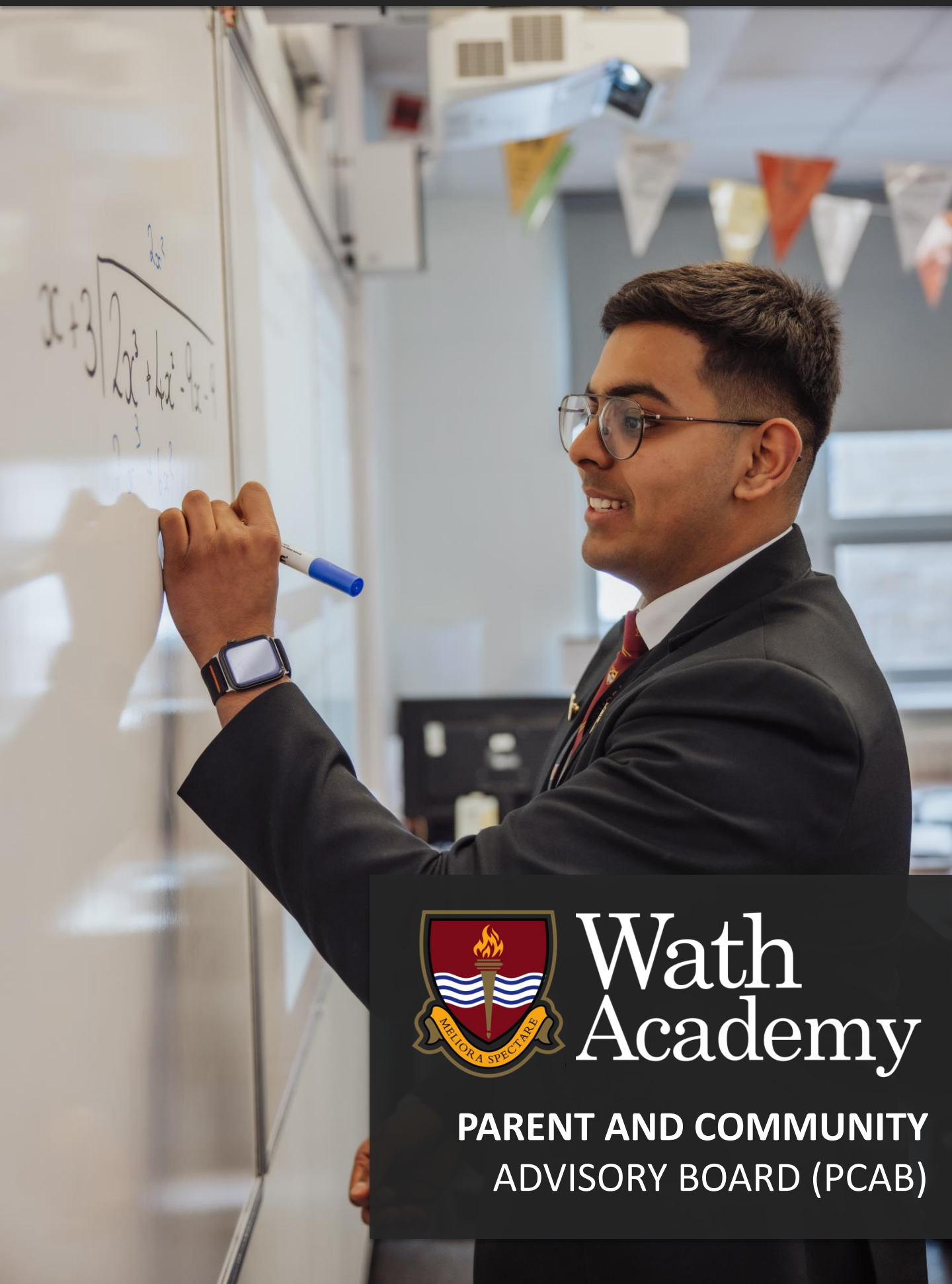




**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# Wath Academy

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

# 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. The group has been an important part of academy life for us and we genuinely look forward to the sessions.

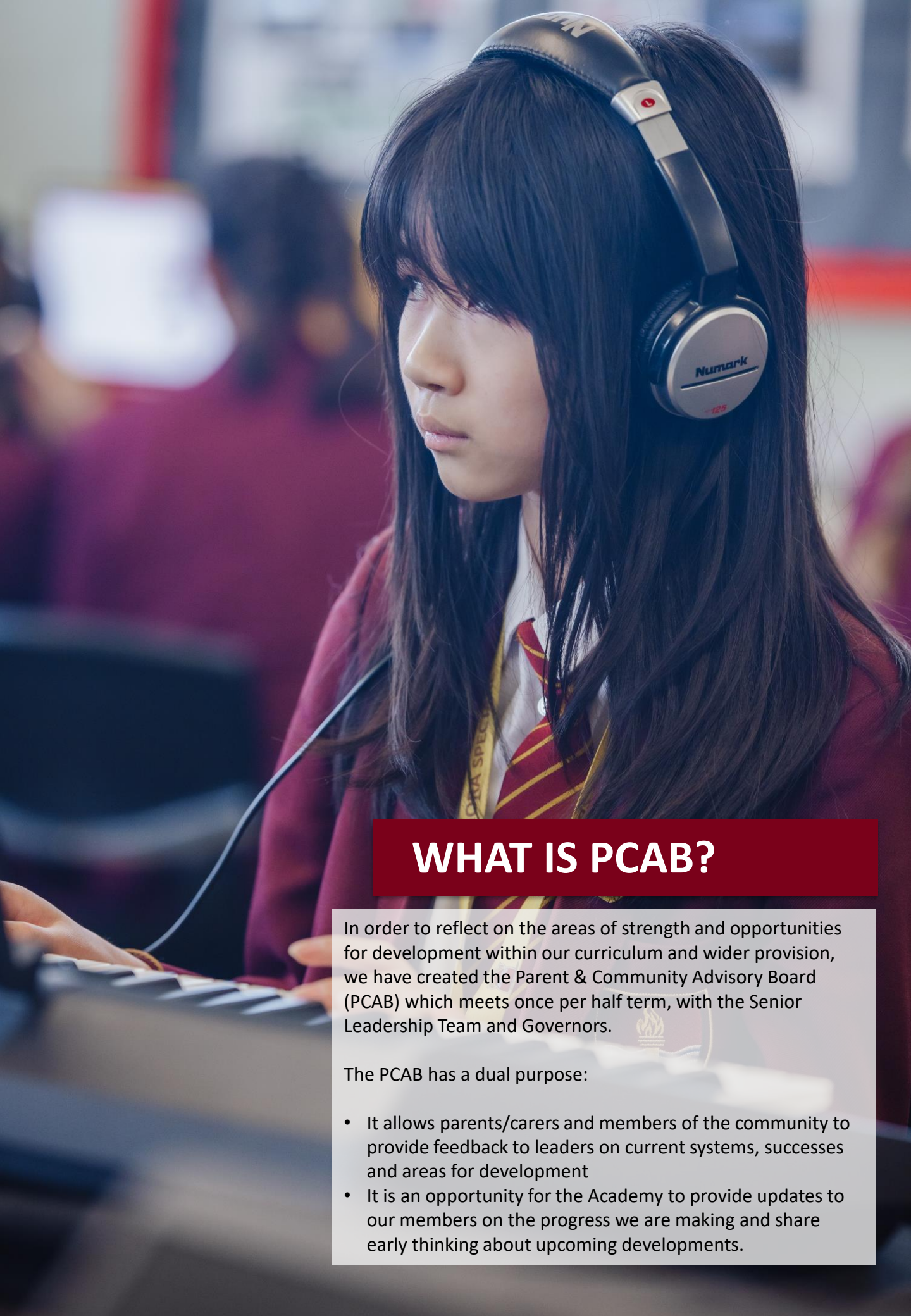
We have noticed a big swing in community support in recent years and we believe PCAB has played an important role in this. As always, we recognise that not everyone will agree with all decisions, however the opportunity to rationalise, explain the purpose and get feedback from forums such as PCAB has been invaluable.

Thank you once again for making a significant difference to our community.

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**  
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  
EDUCATION, 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 &  
LEARNING,  
SATCHEL:ONE



**Mrs Pritchard**  
ASSESSMENT CALENDAR,  
Y10 OUTCOMES



**Mr Meyerhoff**  
ATTENDANCE  
HOUSE



**Mr Davies**  
DSL, TRANSITION LEAD,  
PCAB



**Mr Wood**  
BEHAVIOURS,  
CONSEQUENCE DUTIES,  
ACTIVE SUPPORT,  
REWARDS



**Mrs Casey**  
KS3 CURRICULUM &  
ASSESSMENT, TIMETABLE, Y9  
OPTIONS

# PCAB Questions and Answers

## Reading – How can this be improved?

Question	Answer	Action
Do parents have a login for Sparx Reader?	Unfortunately there is no function on Sparx Reader for parents to have a log in.	We are going to look at potentially linking parent emails up with Sparx Reader for 2025-2026 so that parents can receive email updates when students have completed books.
What does the reader profile mean on the NGRT test?	Reader profile gives more context about the aspects of reading it tests and how if any aspect of reading such as fluency, comprehension etc is a challenge for students.	The data team are currently trialling the possibility of including this sentence along with the NGRT SAS score on the mail merge letter. If this is possible we are looking at incorporating the reader profile in the reading reports shared with parents in 2025-2026.
Is there any way to share what the reading test looks like in a future letter?	The NGRT reading test is a multiple choice test and is also a live test. We therefore wouldn't be able to share this. The test also responds to the progress students are making. It will therefore look different to students with different reading abilities.	We will incorporate information within communication in 2025-2026 to detail the aspects of reading that the test will assess.







## PCAB Questions and Answers

### Reading – How can this be improved?

Question	Answer	Action
Can books from Sparx Reader be downloaded to use offline?	Unfortunately, Sparx Reader is an online programme and books are only available online.	Students can borrow full books from the Academy's online library, details of how to do this are available under the Reading section of the Academy website.
Could Year 10 students be reading buddies as well as Year 12?	Due to the Y10 tutor programme incorporating a lot of personal development education and relevant careers information, it isn't possible for Y10 students to miss weekly tutor sessions.	If Y10 students are interested in a paired reading scheme with younger students, they can opt to do this as an enrichment option and work with our primary feeder school students, listening to them read.
How can parents see student progress on Sparx Reader?	Unfortunately, there isn't currently an option for parents to have a Sparx reader account.	Parents can sit with their child and look at the summary page of Sparx reader and discuss the progress their child is making.



# PCAB Questions and Answers

## Reading – How can this be improved?

Question	Answer	Action
Will Year 10 be using Sparx Reader in Year 11?	Current Y11 students have not had access to Sparx Reader, due to the time of year that it was launched.	We are currently reviewing the progress Y10 have made and discussing with AYLs about incorporating this into Y11 for the first term.
Is there a way for students to access more than four books?	Sparx Reader gives students a choice of four books to select one from. These books change when students opt to swap a book or when they finish a book.	Students can access further texts from the library or online library.



# PCAB Questions and Answers

## Reading – How can this be improved?

Question	Answer	Action
Can the points restriction be lowered for being able to choose your own book on Sparx Reader?	The access to Gold reader where students can choose their own book and gain their points is pre-set by Sparx Reader. We believe that it is an appropriate amount of points to ensure that we have thoroughly checked a student is reading carefully prior to giving them this access.	Students qualify for gold reader by gaining five stars. Each star is achieved by gaining 300 points in addition to their weekly homework points.
How is consistency ensured with staff when logging achievement and behaviour points for Sparx Reader homework?	All staff are reminded through tutor resources to add the weekly positive and negative points on Class Charts. Some year groups may have points added later in the week if there are scheduled assemblies at the start of the week.	Continue to check consistency of points added by tutors.
Could the homework time be changed to Monday at 8:30?	Yes, this is no problem.	We will amend the start and end of each homework window to Monday at 8:30 from 2025-2026.





**SMSC – How can this be improved?**

Question	Answer	Action
Are we able to receive emails about Votes for Schools topics?	Topics for Votes for Schools are available at the end of the week before.	The Votes for Schools topic will be shared on the weekly newsletter for the following week.
How can we find out about all trips for students?	Students are informed of trips that are available to them.	Investigate issuing a full list on Satchel One or the website.



## Year 11 Programme – How can this be improved?

Question	Answer	Action
Would you look to do intervention in May half-term to prepare for June exams?	We strive to ensure our intervention programme is of high quality and where needed. To balance intervention with wellbeing, we take the decision to input May half-term intervention in only if required. This is to give both students and staff a break from a very intense exam period. We would plan in May half-term intervention if we felt this would greatly benefit the students due to the exam schedule, however this particular year has seen no exams after May half term until the first Wednesday back, giving 2 full days of intervention in school time.	Analyse the summer exam schedule every year and identify if May half term intervention is needed and would be beneficial based on the scheduling of exams in the first week back.
Do you do anything different to support the Y11 SEN students during exams?	<p>We communicate with the SEN team around SEN students who will find the main intervention programme overwhelming. We have several different options of intervention including:</p> <ul style="list-style-type: none"> <li>- Individual meeting with student to explain the programme at a slower pace in a more personal environment to allow them to raise any questions.</li> <li>- Regular check ins with students to ensure they are coping okay and whether we need to intervene or adjust the programme for them.</li> <li>- Personalised timetables which remove everything they do not need, so that they can see exactly what their days would look like.</li> <li>- SEN time-out sessions timetabled in or taken when the SEN team deem necessary.</li> </ul>	Continue with the SEN strategies outlined and ensure our approach to supporting SEN students remains individualised to the student and their needs in Year 11.
How do you manage the effects on KS3 and Y10 lessons during Y11 intervention?	<p>We ensure cover lessons are planned to a high quality and follow the curriculum as normal.</p> <p>When assigning cover teachers, we prioritise subject specialist staff first, then we use Wath Academy staff who would normally be teaching Year 11 at that time. This ensures that students are keeping the same whole-school routines and know the teachers that are in front of them.</p>	Work with Middle Leaders to continually refine and improve the cover material and system.



## Year 11 Programme – How can this be improved?

Question	Answer	Action
Could KS3 students and parents benefit from knowing about this programme too?	<p>Currently, we do not directly inform parents &amp; carers other than Year 11 of the Exams &amp; Intervention Programme. The programme does change slightly every year due to the exam schedule; however the main strategies and plan are consistent.</p> <p>Social media is a way in which we currently publicise the Year 11 intervention programme, with regular posts around intervention and exams. KS3 parents &amp; carers who have access to social media will see these throughout the exam period.</p>	<p>Look at outlining the Year 11 Exams &amp; Intervention programme in a letter or a document that is made available online to all parents &amp; carers to inform them of what will be happening with Year 11 exams &amp; intervention so that they are aware of what we offer as a school.</p>
Has Y11 intervention been impacted by Y13 intervention?	<p>Year 11 intervention has not been impacted by Year 13 intervention. Staff have been very proactive in ensuring Year 11 and Year 13 intervention can run effectively throughout the exam season.</p> <p>We have had a great push on Year 13 not being impacted by Year 11 intervention this year, as that has been the case previously. Due to this, staff are able to deliver Year 11 intervention alongside Year 13 lessons whilst not affecting the quality of delivery of either.</p>	<p>Continue to work with Middle Leaders to ensure no Year 13 lessons are having to be redirected, as well as Year 11 intervention being adequately and effectively staffed.</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.**



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