

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

As we approach the end of the academic year I wanted to take this opportunity to thank you for your continued support of the Academy. I've said it before but your contributions are hugely appreciated and without doubt have an impact on what we do at the Academy.

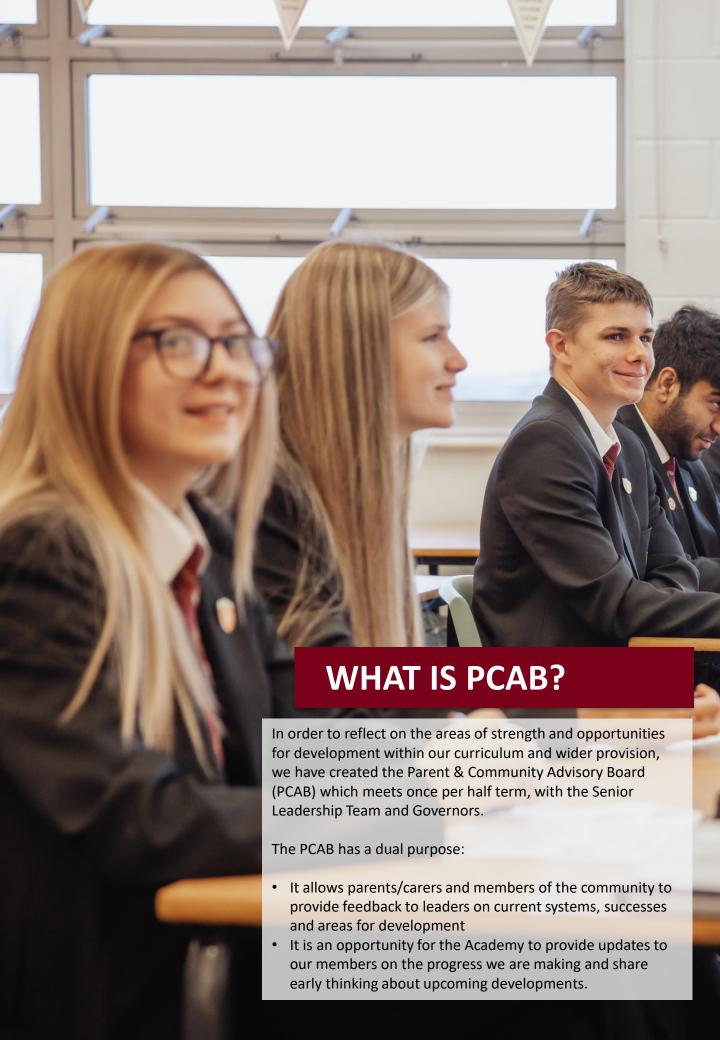
Beyond the challenge and support you have offered we have also produced the PCAB Guide to Wath Academy for new parents, it is a great document that will make a real difference to transitioning parents' understanding of our systems.

I hope you thoroughly enjoy your summer and we look forward to meeting again in the new academic year.

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 & LEARNING, SATCHEL:ONE



Mrs Pritchard
ASSESSMENT CALENDAR,
Y10 OUTCOMES



Mr Meyerhoff ATTENDANCE HOUSE



Mr Davies
DSL, TRANSITION LEAD,



ELORA

Mr Wood
BEHAVIOURS,
CONSEQUENCE DUTIES,
ACTIVE SUPPORT,
REWARDS



Mrs Casey
KS3 CURRICULUM &
ASSESSMENT, TIMETABLE, Y9
ORTIONS

Languages – How can this be improved?		
Question	Answer	Action
Is Wath Academy able to run evening sessions for members of the community to attend?	This is an exciting idea and one that we are considering going forward.	ELE to carry out parent voice to gauge interest and give us more information about the languages we can offer.
Is it possible for students to study both Spanish and French from Year 7?	Currently, sets 1&2 in Y7 and 8 study both languages. From September 2025, French will be introduced alongside Spanish in Y8.	The MFL department to offer a French enrichment option for students in other sets who want to learn French.
Could parents from feeder primary schools drop students off for after school languages sessions?	In principle, we would be happy to welcome students from other primary schools to after school clubs if parents can drop them.	ELE to check risk assessment requirements around numbers of students / staff ratio and emergency contact details. Following this, ELE to make contact with primary schools to open invitation to more feeder schools.
Are students able to pick a language to study?	The curriculum model does not allow students to pick a language until Y9 GCSE options. Y9 students in sets 1 & 2 will have a choice of Spanish and French at GCSE in the next academic year. After school clubs and enrichment options exist for students to try out other languages.	GCSE language options as well as after school and enrichment language club





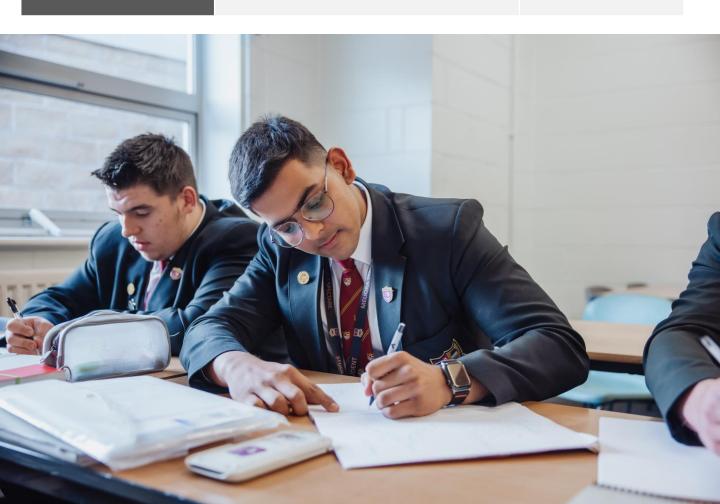
Languages -	How can this	be improved?
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Question	Answer	Action
Do you offer or could you offer an exchange trip programme?	Exchange trips present logistical and safeguarding challenges for a school to organise on their own. This is why we currently offer a homestay study trip to Salamanca through highly regarded travel provider, Halsbury Travel.	
Could you look at volunteer programmes abroad as a trip?	The MFL department has submitted a Turing funding bid to provide opportunities for our students to volunteer as an Andean Immersion volunteer in Cusco, Peru. This is a once in a lifetime opportunity for volunteers to live with a Peruvian family in a Quechua-speaking community and help them with a wide range of tasks while learning about their unique culture and lifestyle.	
Do you align pedagogical and language terminology with primary to support with transition?	The MFL department has established stronger links with many of our local primaries. We delivered training on resources that draw on key recommendations from the pedagogy review and	ELE to make contact with primary headteachers to ensure practice is being implemented within feeder schools.



Languages – How can this be improved?		
Question	Answer	Action
Is there potential for Mandarin to be taught alongside Spanish and French, not just in enrichment?	1	ELE to explore opportunities to develop Mandarin within the curriculum e.g. drop down days / for a half term a year.
How long does the Mandarin summer school trip last?	4 weeks. Further details are available here: https://sheffield.ac.uk/confucius/scholarship	
Is there an opportunity for A Level students to teach in the primaries?	Yes, we already offer this opportunity and several of our recent former students have done this.	

The Duke of Edinburgh's	The Duke of Edinburgh's Award – How can this be improved?		
Question	Answer	Action	
Could the DofE presentation which is given to students be sent to parents too?	Yes. RPR will action this for the 2025-2026 launch.	RPR will send the PowerPoint out on Class Charts after the launch.	
Could you do a DofE brochure (like the scholarship ones)?	Yes, or it could possibly be included in an existing enrichment brochure.	RPR to investigate.	
Could you produce a parent guide which includes a list of deadlines?	This is a great idea.	RPR will organise for a parent guide to be issued when students have registered.	



The Duke of Edinburgh's Award – How can this be in	nproved?
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Question	Answer	Action
How is DofE advertised to students?	The award is launched via assembly for Year 9, Year 10 and Year 12 students early in Half Term 1. We will then share the launch assembly with parents and students via Class Charts.	
Could DofE expeditions be completed by Year 7 and Year 8 students?	No, unfortunately the Duke of Edinburgh award is only available to students 14 years old and above. This is set by the awarding body, not Wath Academy.	



