



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# Wath Academy

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

# 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





A photograph of four students in school uniforms sitting in a classroom. From left to right: a girl with long blonde hair and glasses, a girl with long blonde hair, a boy with short brown hair, and a boy with dark hair. They are all looking towards the right side of the frame. The background shows classroom windows and some decorations.

## 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

## 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?	<p>The curriculum model does not allow students to pick a language until Y9 GCSE options. Y9 students in sets 1 &amp; 2 will have a choice of Spanish and French at GCSE in the next academic year.</p> <p>After school clubs and enrichment options exist for students to try out other languages.</p>	ELE to provide clear communication about GCSE language options as well as after school and enrichment language club options.





# PCAB Questions and Answers

## Languages – How can this be improved?

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.	Awaiting response
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 the Ofsted languages research report, which highlight the three key knowledge strands phonics, vocabulary, and grammar on which Wath Academy's MFL curriculum is based. The resources are also based around the new 2026 GCSE vocabulary lists so these words are being embedded from primary upwards.	ELE to make contact with primary headteachers to ensure practice is being implemented within feeder schools.





## PCAB Questions and Answers

### 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?	The potential for Mandarin to be taught alongside Spanish and French, and not just as an enrichment activity, is clear. While challenges exist, the growing recognition of Mandarin's importance suggest a positive trend towards increased Mandarin language education in mainstream school.	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: <a href="https://sheffield.ac.uk/confucius/scholarship">https://sheffield.ac.uk/confucius/scholarship</a>	
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.	

# PCAB Questions and Answers

## 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.



# PCAB Questions and Answers

## The Duke of Edinburgh's Award – How can this be improved?

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.	







# 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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