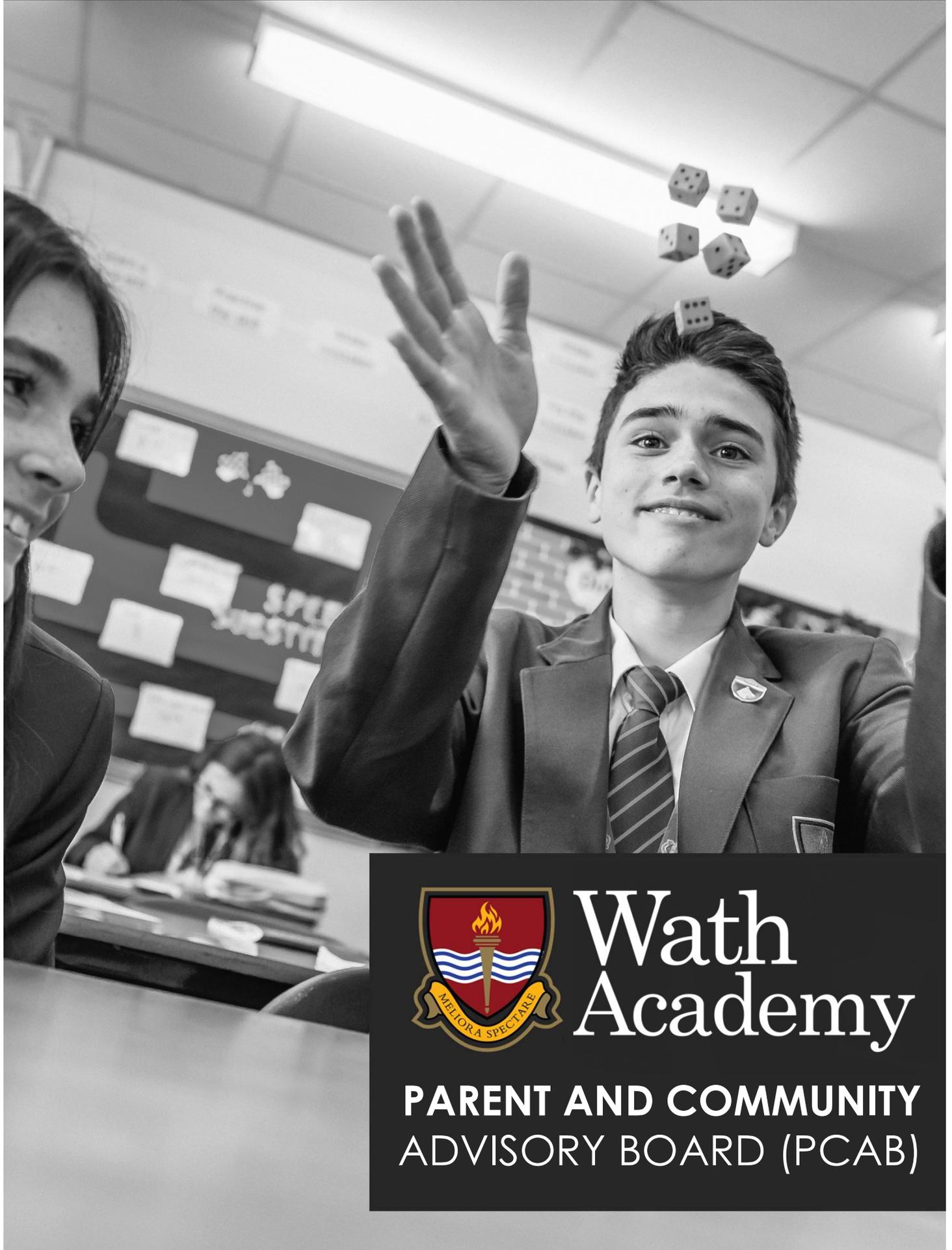




MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Members,

Thank you once again for your time, effort and contribution in the last meeting. It was great to finally meet you all in person and have meaningful discussion about your thoughts, opinions and suggestions. We hope that this was the first of many successful meetings in this format.

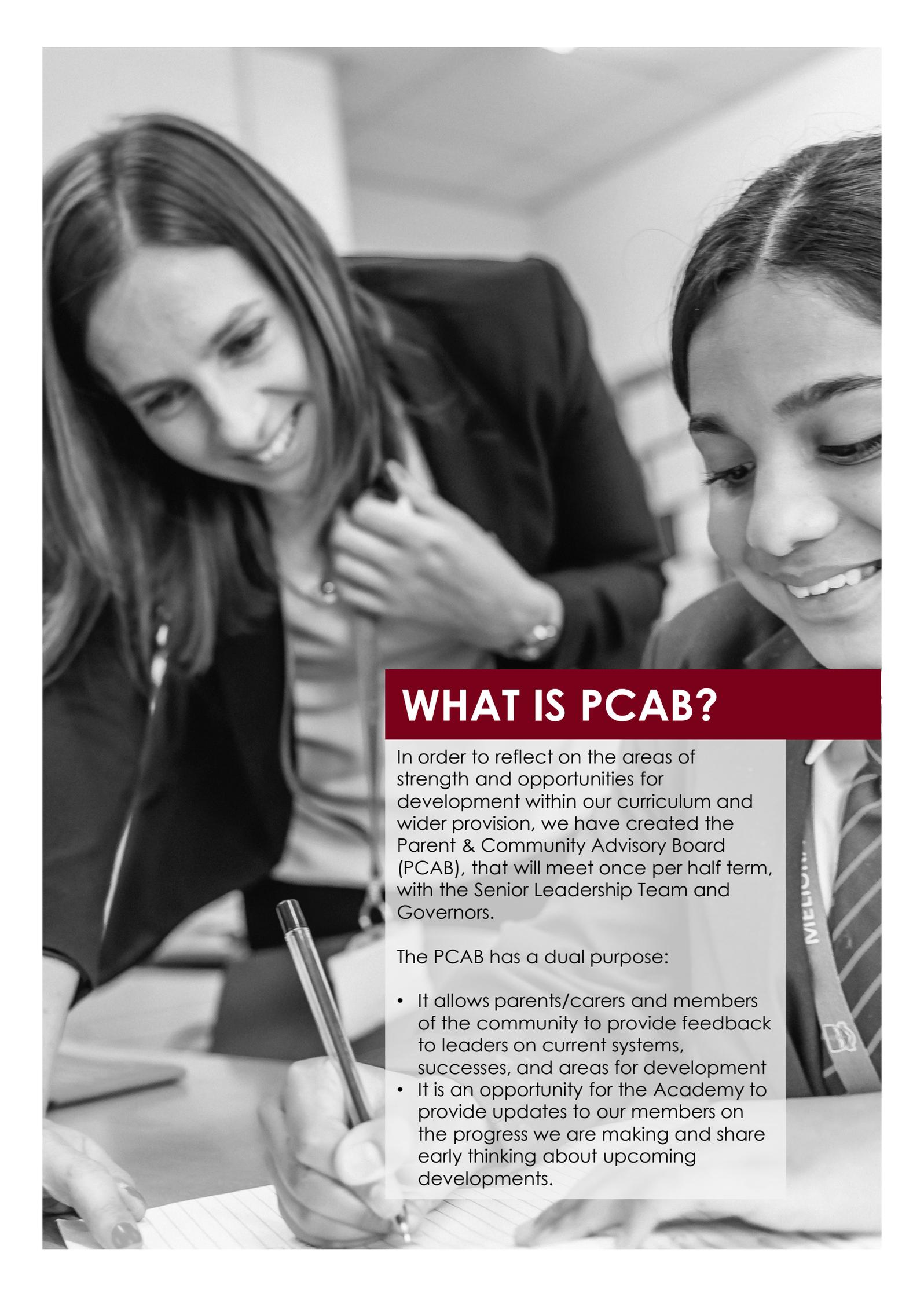
As I have mentioned before, we genuinely believe that Wath Academy has the potential to be one of the best schools in the country. We feel that our curriculum blend of academic rigour, character development and enrichment opportunities will help us in pursuit of our vision; *Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives*. The feedback from yourselves and your children is an integral part of this journey.

I am looking forward to meeting you all in person as soon as possible.

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), that will meet 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
TEACHING AND
LEARNING, BEHAVIOUR
AND ATTENDANCE



Mr Swann
CURRICULUM AND
ACADEMIC
OUTCOMES

ASSISTANT VICE PRINCIPALS



Mr Wessen
BEHAVIOUR AND
ATTITUDES



Mr Shaw
KS3 CURRICULUM, ASSESSMENT
AND REPORTING, CHARACTER
EDUCATION

ASSOCIATE ASSISTANT VICE PRINCIPALS



Miss Jandu
COVID-19 CATCH UP



Mrs Schofield
NACE, HOMEWORK



Miss Gillatt
DSL, TRANSITION, BRITISH
VALUES AND WELLBEING



Miss Slasor
HEAD OF SIXTH
FORM



Mr Taylor
ATTENDANCE



Mrs Boyd
TEACHING AND
LEARNING





PCAB QUESTIONS AND ANSWERS

TEACHING AND LEARNING

What is baselining?

Baselining is a strategy that we are currently embedding to ensure appropriate challenge and accelerated progress for all students in all lessons. This involves a focused independent task that all students complete either at the start of a lesson or following a delivery of content. The member of staff assesses all students and what their starting points are. Students are then directed to an appropriate challenging pathway, reflective of their current progress on the specific task.

How do you ensure that your staff are getting the support they need to deliver world class lessons?

Our PLD approach has various aspects:

- PLD sessions
- Educational Literature which we provide to staff
- Our own T&L bulletins
- IRIS Connect
- Drop ins

The PLD programme is written and is reflective of the drop ins that are conducted throughout the academy on a weekly basis. It is therefore only planned one half term in advance to ensure that the foci is reflective of the staff and Academy needs and areas of development that we have identified. Drop ins and the analysis of these can then be used to evaluate the impact of the PLD foci, to support any further development needs and feed into the following cycle. This is exemplified by the current focus on base lining being implemented as a direct result of drop in feedback. It's impact is already clearly evident with 40 drop ins having identified this as an area of strength in the last half term.

PCAB QUESTIONS AND ANSWERS

What books have staff read to improve teaching and learning in the school

2019-2020:

- Engaging Learner's: 'Engaging Learners' to develop their practice further. This book is based on John Hattie's research and looks at which strategies are the most effective when teaching.

2020-2021:

- Rosenshine's Principles in Action by Tom Sherrington: This book presents Barak Rosenshine's principles of instruction in four succinct strands. It makes direct links from research to practice – tried and tested strategies that actually work in the classroom that have stood the test of time.
- Teaching WalkThrus also by Tom Sherrington: This book is a step by step guide to teaching delivery. It is as an excellent teaching and learning tool and compliments Rosenshine's principles in action perfectly. It's approach is a visual step by step guide through 50 essential teaching techniques organised into six sections. Each technique is the broken down into 5 succinct steps. This makes it a very useful resource for teaching staff to utilise when focusing on developing a particular area of practice.

2021- 2022:

Teaching Backwards: Teaching Backwards by Andy Griffith and Mark Burns is the book that was launched with staff this year. Teaching Backwards creates a clear picture of what outstanding teaching looks like, how it can be achieved consistently, and is littered with practical tools that can be implemented into practice. The book clearly sets out how to 'teach backwards' and provides a step by step guide on how to achieve this. When reading the book staff are taken on a journey of setting high expectations, establishing starting points, defining and demystifying the destination, looking for proof, embedding challenge and providing feedback.

How do you ensure that staff who are not delivering world class learning are adequately supported?

We identify staff who may require some additional support through our drop in process. Once they have been identified, we put a bespoke programme of support in place dependent on their need. This may include additional drop ins and feedback, weekly use of IRIS, a T&L mentor, watching other staff members who are known to be particularly strong. The whole process is developmental with a view to improving the quality of T&L.

PCAB QUESTIONS AND ANSWERS

ATTENDANCE

Why do you have so many different attendance rewards?

We vary the rewards to ensure that at least one award appeals to everyone. We recognise that for some students a chocolate bar doesn't mean much but for others it does, likewise with the certificates and the badges. By having a variety we are hoping to appeal to all students at some point.

Could numbers rather than names be used on the tracker that is displayed in classrooms?

We have used first names rather than full names to show where students appear on the attendance matters pyramid. Only the tutor/tutees will know who that relates too. Using students name gives them more ownership of their attendance.

CHARACTER EDUCATION

How is the targets set by students in character education monitored and checked?

The process for setting and reviewing targets is as follows:

1. Complete goals grid
2. Complete 4 to focus activity
3. Complete WOW planner
4. Complete weekly 5-minute review

These are checked by tutors and quality assured by members of the senior leadership team.

What is the purpose of the planner and how do students use it?

The planner is an essential tool for our students. It has a range of learning resources such as a wipe board and traffic light cards along with other relevant subject related material.

Alongside this students set goals, plan actions and review progress. They also track their attendance, make notes in assemblies, and work towards the completion of the experience passport.

What guest speakers are planned for this year?

Our plans for this year are still being developed, however, we have Kevin Mincher scheduled in to deliver character education sessions to Year 7,8 and 9 and Matt Messias to deliver sessions to Year 10 and 11.

It is our intention to diversify the range of speakers that we have in the academy and will be working on this in the coming weeks and months ahead.

PCAB QUESTIONS AND ANSWERS

ADDITIONAL QUESTIONS

What e-praise amounts do students get and for what?

Points are awarded in class directly by the teacher and out of class for a variety of things.

In class they are placed on the reward board for demonstrating one of our key drivers. Staff will then add this as two e-praise points on SIMS.

If they complete a positive conduct card this is worth 3 points. This occurs from completing homework, showing positive conduct during social times and for attending extra-curricular clubs.

In half term one, students received a points boost of 10 points for each of 100% attendance, 100% punctuality to school and excellent conduct in lessons and around school (no sanctions received).

In half term two students will receive a points boost for completing 100% of their homework on time.

Students need 50 e-praise points to purchase a golden ticket.

What are the rewards students can use their e-praise for other than the golden ticket events?

This year we have focussed all rewards on the golden ticket events, this is in line with our curriculum intent; 'to create positive school experiences and positive school memories that last a life time'. Student voice was taken at the start of the year as to what activities they would like to include and this will be done again in January.

Why have previous e-praise disappeared?

Each year students work to earn E Praise points. These are then used to access our golden ticket rewards events. Student points totals are always reset at the end of each academic year.

How is the quality of homework monitored in the school?

This is monitored by both middle leaders and senior leaders. This is done by a variety of ways, one way is by a report that is generated weekly, the quality of homework is reviewed by middle leaders and the senior leadership team.

PCAB QUESTIONS AND ANSWERS

ADDITIONAL QUESTIONS

What diversity is planned this year?

We have a range of diversity events organised.

The largest display board in school gets updated every 4 weeks with a cultural or global event (i.e. Black History Month, Eid-al-fitr, International Day of Disabled Persons).

We include each chosen awareness in tutor time, through notice, votes for school and/or assemblies.

Community events are being planned and delivered by Wath Academy – the first of these being a Diwali Workshop, inviting all the community to try out traditional crafts and activities from the Indian culture.

We also celebrate British Values and British history throughout the year, a highlight being Remembrance Day in November.

A community newsletter will go out each full term, highlighting the great work on diversity that the academy has been getting involved in.

This academic year's events are as follows:

September: Languages of the World

October: Black History Month

November: Diwali / Bhandi Chhor Divas

December: International Day of Disabled Persons

January: New Year around the World

February: Chinese New Year

March: International Women's Day / Sign Language Week

April/May: Ramadan / Eid-al-fitr

June: Pride Month

July: Carnival

These will change each academic year, to ensure we are raising awareness to as many cultures and global events as possible.



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.



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