

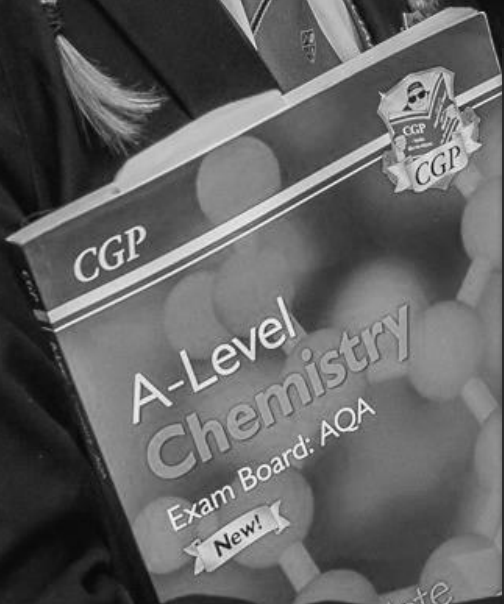


**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# 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 thoroughly enjoyable for us as leaders to engage in meaningful discussion about your thoughts, opinions and suggestions. It was a valuable experience for us to be able to get feedback on the things which are going well and the areas in which we can improve. I hope this meeting sets the tone for future meetings and the relationship between the academy and you as a group.

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 rigor, 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.

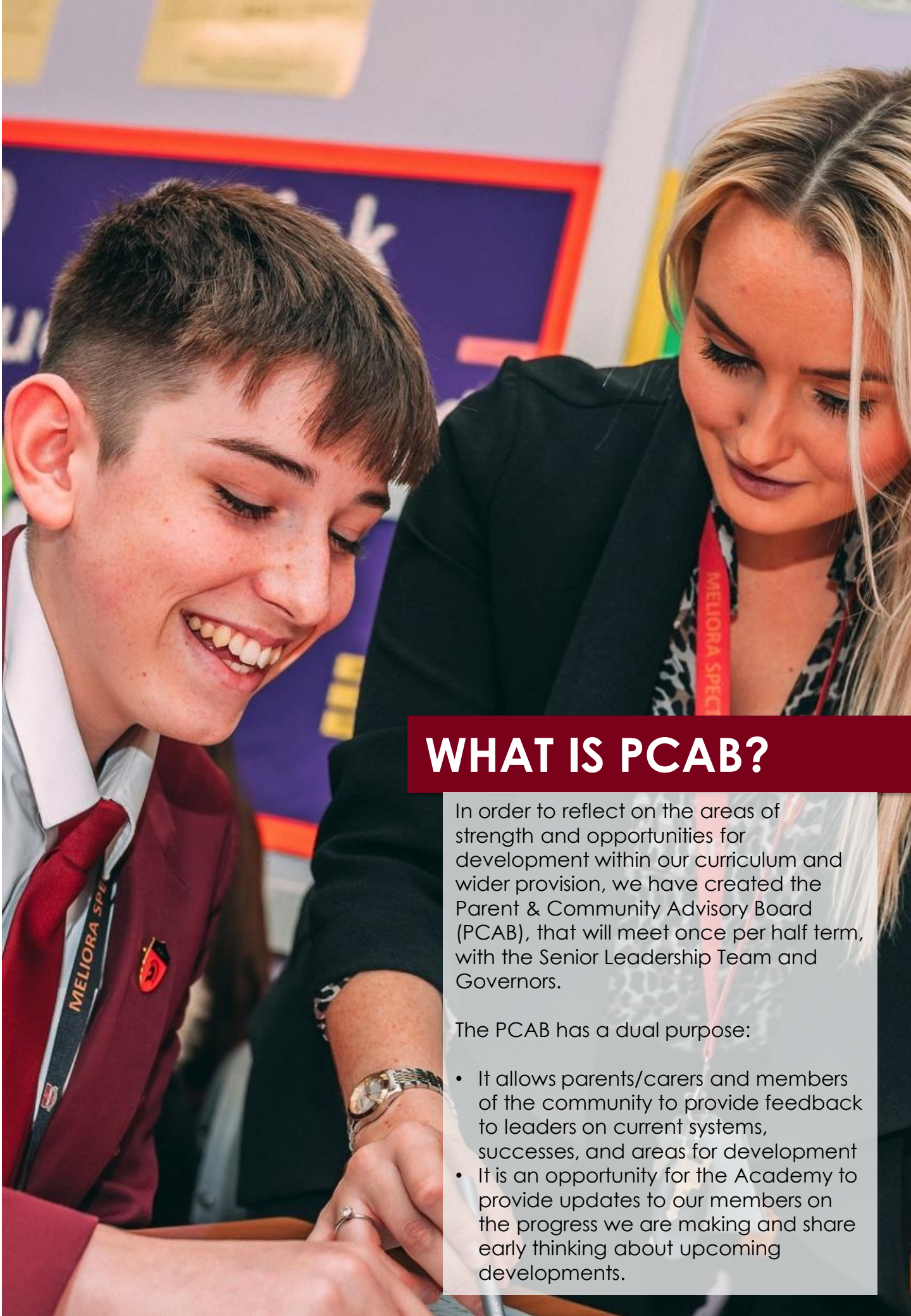
I am looking forward to meeting you all in person as soon as possible.

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 Grayel  
KS3/4 OUTCOMES AND  
ASSESSMENT



Mr Shaw  
HEAD 6TH FORM AND  
KS5 OUTCOMES

## ASSOCIATE ASSISTANT VICE PRINCIPALS



Miss Jandu  
COVID-19 CATCH UP  
AND BOYS PROGRESS



Mrs Schofield  
T&L, ITT AND  
HOMEWORK



Mr Wesson  
BEHAVIOUR AND  
CHARACTER  
EDUCATION



Miss Gillatt  
TRANSITION,  
BRITISH VALUES  
AND WELLBEING  
- DSL



Mr Taylor  
ATTENDANCE





# PCAB QUESTIONS AND ANSWERS

## **When will we see the return of enrichment activities?**

During the last national lockdown we launched a programme of online enrichment activities. Since we returned to school for face-to-face teaching in March, enrichment activities have also been re-introduced and are once again part of the offer at Wath Academy.

## **I like the idea that students will have a consistent seat for exams, however, what happens if a student doesn't like their exam seat?**

This is part of the rationale to start this strategy in Year 10 - to enable students to become comfortable with their seat, and any ongoing issues with a particular seat, surrounding, environment can be rectified throughout the two years before their first official exam.

## **Risk assessments for public transport seem to be different for school busses. Why is this?**

Our risk assessments put in place follow all safety guidelines given by the government. Schools would be unable to provide a bus per year group to keep them in their own year group bubble, so the government have agreed that students can be part of a year group bubble and a transport bubble. Within the academy, we are complying with every rule to keep our young children safe.

## **Is retention of staff low if we are appointing and advertising for so much?**

Staff retention at the academy is high. We are advertising and recruiting for a number of reasons. The first being that Y7 and Y12 will be much bigger this year than previous years, this has created the need for additional teachers. We have also made the strategic decision to recruit to positions such as 'Director of Performing Arts' to provide extra capacity which will allow us to offer greater enrichment opportunities.

# PCAB QUESTIONS AND ANSWERS

## What is included in the tutor programme of activities?

Each day students complete a different activity. The outline is as follows:

Monday = Attendance, careers focus, 5-minute happiness journal

Tuesday = Votes for schools topic

Wednesday = Votes for schools speech writing and delivery

Thursday = Key driver assembly

Friday = Character education lesson.

Monday involves students recording their cumulative attendance in their planner and then completing their 5-minute happiness journal. This involves them reflecting on their 4 goals they set each term. They identify progress towards goals and further actions taken. Recently we have introduced a careers focus that educates to students about a different career each week.

Votes for schools is a current affairs package that the school subscribes to. Each week students are taught about a different topic (for example, should there be an Instagram for U13's?) and are asked to constantly reflect if they agree or disagree with the question posed. During Wednesday morning students write their 5-minute speech about the topic and then deliver their speech to the class, with the aim of improving their oracy skills and confidence. Students then vote as a class if they agree or disagree with the topic question.

Assemblies now take place on Thursday via a pre-recorded video link and are led by members of SLT who focus on one of the seven key drivers.

Friday is focussed on students learning about a different theme from the character education programme. Last half term students learnt about the importance of sleep and how they could work to improve the quality of their sleep. Previous themes include developing a growth mindset, resilience and the importance of goal setting.

## **Increasing diversity within the organisation is something I fully support. How are you planning to increase diversity in a community that is nearly 100% white British?**

It is about reaching out to communities across South Yorkshire, rather than just the immediate area. There are diverse cultures around Yorkshire, but we are working on how to get these communities to hear about and come to visit Wath Academy. Liam has already been in contact with a Yorkshire BAME (Black, Asian, Minority Ethnic) group to speak about actions to get more diversity into our applicant field. SLT have worked with Sheffield University, whereby there is a greater number of diverse cultures. The solution is not one we can reach within a year; however, we are confident that we are moving in the right direction.

We strive to have the most diverse staff body, including, gender, sexuality, religion, as this provides us with greater coverage of the problem space. We have an equality statement that SLT are working on, with short term and longer-term goals, which encompass the diversity of all.

## **There's lots of praise for being good in class and doing homework, but what about teamwork and collaboration, or helping someone?**

The key driver rewards assemblies every half term focuses on the characteristics students are displaying day in day out, including everyone is valued and growth mindset. Additionally, the conduct card encourages staff to write the specific key driver that the student has shown when giving a positive. Next year, we will be looking into changing the praise system even further to link with the key drivers within classrooms too.



# PCAB QUESTIONS AND ANSWERS

## **Will the communications app become the main way of contacting parents and sharing information?**

Yes, the app will be the main vehicle for outgoing communication next academic year. However, due to essential communications around Covid-19 and Y11/13 exams we must reach all parents, so currently we use more than one communication tool. We are going to be working hard to ensure that all parents download the app and are fully aware of its functionality over the coming weeks in preparation for September.

## **Will the school be having events like the Christmas dinner once Covid-19 restrictions are lifted?**

Absolutely, we cannot wait to start events like this again. We truly value them and they are a huge part of our curriculum intent. We have already started some external trips this half term and look forward to putting on more next academic year.

## **What can Wath Academy do to ensure that all students are rewarded equally for positive behaviours?**

Rewards this year have been focussed on excellent work in class and completing homework. This has been in response to needing to increase the quality and quantity of completed homework. Attendance is rewarded each week with the weekly prize given to all students with 100% attendance. Previously punctuality to lessons has also been rewarded, however this year students are moved in year group bubbles and so punctuality to lessons is ensured by duty staff. Once extra-curricular clubs are fully up and running again will use the conduct card to recognise student participation and rewards will follow once a conduct card is successfully completed.

Our golden ticket events cover a variety of interests to ensure all students can be rewarded and we are always looking for student voice to ensure all possible rewards can be delivered.

## **Why is tutor programme in the middle of the day?**

The tutor programme is in the middle of the day because it allows us to maintain the staggered movements which support the calm nature of corridors in the academy throughout the day and enable students to arrive at lessons in the right frame of mind. It would not be possible to do this if staff were teaching KS4 followed by KS3 classes. Tutor time should also be seen as a normal lesson as it has a full structured curriculum that will be delivered in this time.

## **Why do senior leaders conduct so many no notice lesson drop ins? What impact do these have?**

We conduct regular unannounced drop ins rather than 3 x scheduled lesson observations a year to ensure that teaching typicality is in line with the MLT T&L standard. We find that we have a greater understanding of the strengths and areas for development of teaching staff then we would if they were to do observations with a weeks' notice.

The drop in process is purely developmental and it provides staff and leaders with opportunities to have meaningful discussions about teaching and learning and ways we can further improve. This is something that we have been embedding over the past two years and we have seen a drastic improvement in the quality of lessons as a result.

# PCAB QUESTIONS AND ANSWERS

## **What links exist with local businesses and how are these used in school?**

Wath Academy has recently been allocated an enterprise advisor by our careers and enterprise coordinator at the Local Authority. This will enable the school to grow our business contacts so that they can be utilised as meaningful workplace encounters for students at the Academy.

Although we intend to grow the number of local businesses that we are involved with, we also have strong links with a range of employers. In previous years these have attended our careers fair for years 7-13, our mock interview day for Year 10 students and our speed network event for Y8 students. Post Covid 19 restrictions, we intend to re-launch our careers events and will look forward to welcoming local employers back to the Academy.

## **Other than Kevin Mincher, what other guest speakers do you plan to use that will inspire students to reach their full potential?**

We use Matt Messias for Y11/Y10 who works on resilience/growth mindset. However, we recognise this as an area for further development and will look to work with a diverse range of speakers in the years ahead.

## **Why has there been such a long delay in receiving progress reports?**

The process for sending reports is the following:

- Data (attainment and Investment in Learning) is entered by all staff and the deadline is set for Monday 12.30.
- The Heads of department have until the Thursday 12.30 of the same week to check that all the data has been entered correctly.
- The data team and the Academic Year Leader checks individual reports by Friday 15.30
- The reports are sent on the Monday or the Tuesday of the following week.

It basically takes one week from start to finish.

## **Why won't my children EVER use school toilets? Is there a safety/ behaviour issue?**

There is no safety or behaviour issue around using toilets in the academy. All toilets have staff monitoring from the outside during social times. Students are encouraged to use toilets during their social times but there is also provision for students who cannot wait to use the toilet during lessons. In this provision students are accompanied to the toilets as part of the risk assessment which does not allow students to walk alone on corridors.



# 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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