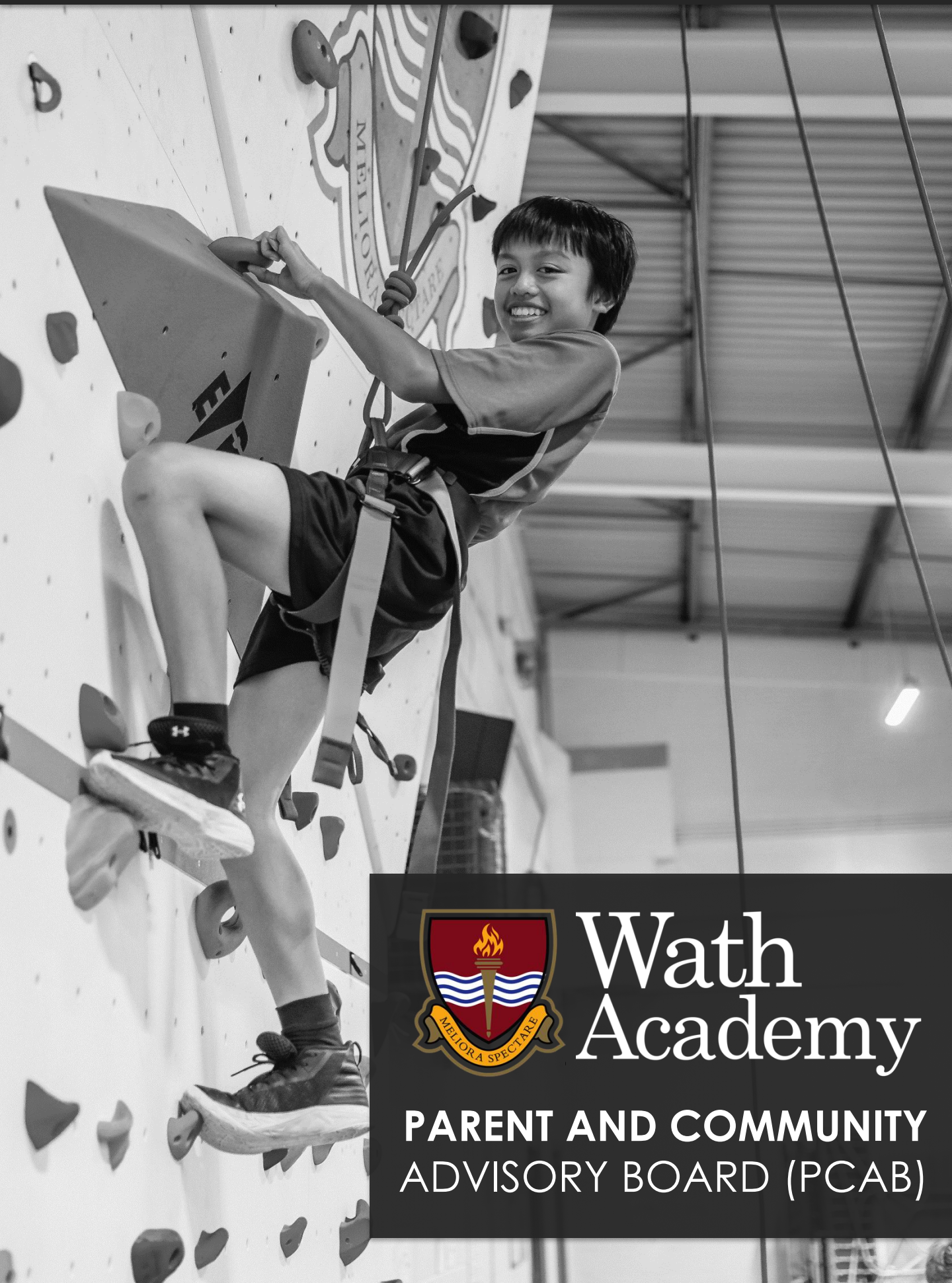




MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Thank you once again for attending the recent PCAB meeting.

As we begin to generate some consistency and regularity to our meetings, we are now starting to establish a good working group. The meetings have been really useful for us to establish a regular vessel for feedback. The questions asked at the meeting have been constructively challenging and have forced us to reflect even more than we usually would. You will notice in this issue of the publication we have included not just answers to questions but also actions. This is to demonstrate that the feedback we are receiving is genuinely making a difference and informing future practice.

The agenda items at this meeting were SEND, Anti-Bullying and Diversity & Inclusion. These are three areas we have worked extremely hard on, so it was good to be able to discuss these with PCAB members. We would welcome suggestions for further agenda items for the next meeting.

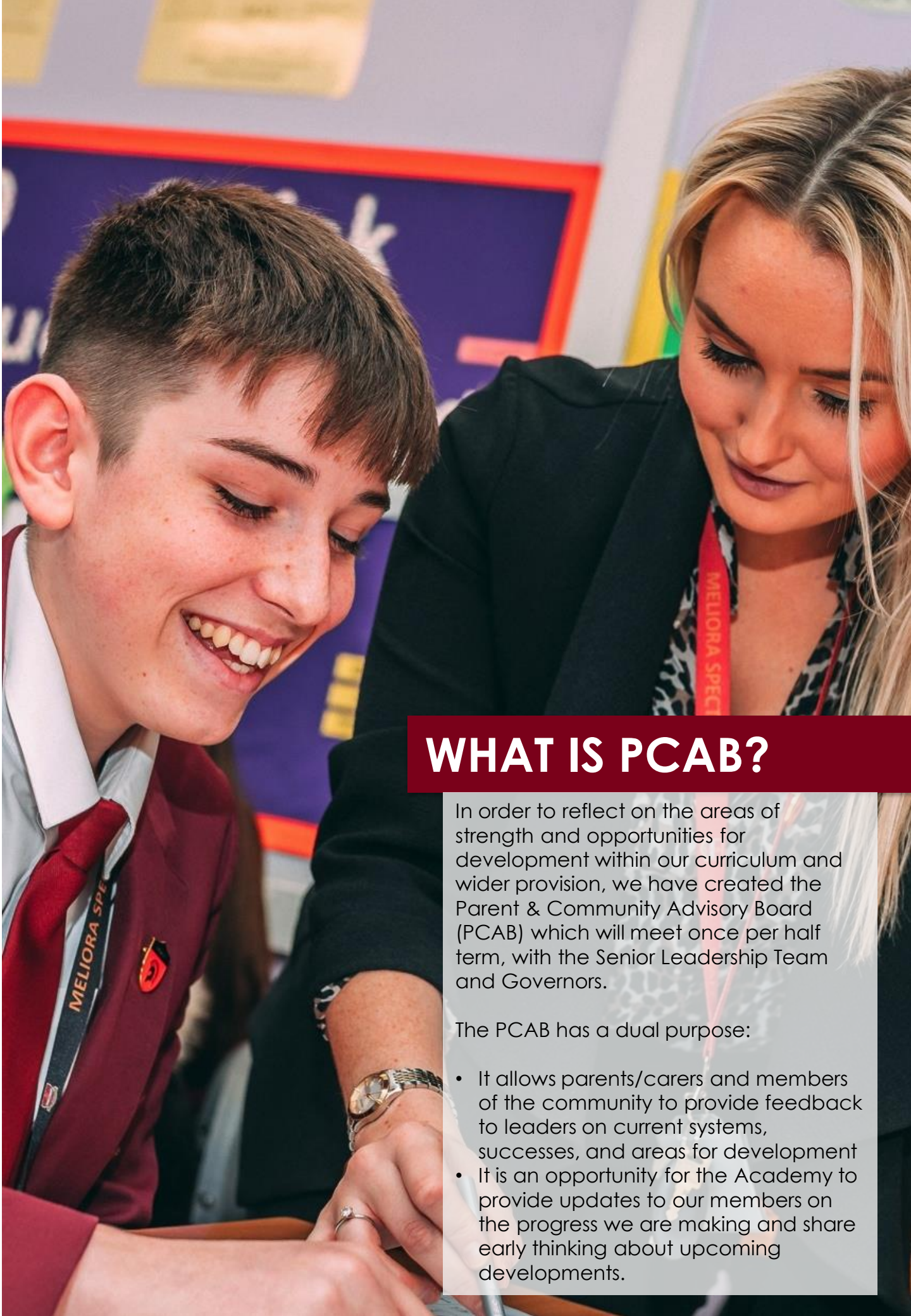
Finally, it would be great, as members of PCAB, if you could canvas general parental opinion in the lead up to the next meeting and share with us what other parents are thinking and feeling. This would be a great way for us to be able to seek and act on wider feedback.

Once again, thank you for your valued contribution.

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 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

SEND

Question	Answer	Action
How do you educate students of Wath about SEND?	We use assemblies to broaden students understanding of SEND. We also celebrated Disability Awareness Week in Life Skills lessons and through our Diversity and Inclusion display in social area 1.	<p>More emphasis on raising awareness for students about SEND. Looking into Autism Awareness Week.</p> <ul style="list-style-type: none"> - March 21st World Down Syndrome Day - April 2nd World Autism Day <p>Posters in the SEN area around these celebrations</p> <p>EGR to deliver assembly on SEND</p>
Could a bank of student videos be generated across the trust so students can share their thoughts and feelings about their SEND need?	<p>Yes, this is something that can be discussed at our Trust SEND driver group meetings.</p> <p>SENDCo already has a short video with some Wath students explaining what their SEN need is and how they are supported in school.</p>	<p>Discuss at Trust Driver Group meeting on the 24th March.</p>

PCAB QUESTIONS AND ANSWERS

SEND

Question	Answer	Action
<p>How is information shared with secondary school and how do you support student transition from primary school who are SEND?</p>	<p>The most vulnerable SEND students in the main feeder primary schools access additional transition days - once before Easter and once in the summer term – which are additional to the transition for all Y6 students. Letters are sent to the primary schools inviting those specific students and activities are ran by the SEN team.</p> <p>Both the SENDCo and Assistant SENDCo have been attending review meetings and annual reviews (as of October 2021) of those students coming up to Wath Academy in September. This includes meetings with the primary SENDCo, Primary school teachers and parents.</p> <p>The SEN team, (Wath Academy SENDCo and Assistant SENDCO) also visit the primary schools to meet the students with SEN needs on an individual basis.</p> <p>When working with primary schools, we also acquire information from them if they use the Computer Protection Online Management System (CPOMS); this system allows us to automatically transfers all prior incidents onto the Wath Academy system.</p> <p>Additional to this, we are sent each student's individual files and these are filed within the Wath Academy SEN department. This information can be transferred onto Wath Academy CPOMS (if not already evident) and onto the student's Individual Education Plan.</p> <p>From all the methods of compiling information about our SEND students, we gain excellent knowledge around the students' SEND needs and how we can support them in the September start. Individual Educational Plans start to be written early and have already started to be written for the September 2022 cohort.</p> <p>The information we receive is shared with teaching staff and leaders through staff training, so they have an overview of students before they attend the academy in Y7.</p>	<p>To enhance the transition process, we will investigate teaching staff delivering subject- specific practical sessions for SEND students such as Science, Design Technology and Physical Education lessons.</p> <p>SENDCo to speak with ICT to see if there is anything that can pull the information from primary schools, including the use of other logging data systems onto Computer Protection Online Management System.</p>

PCAB QUESTIONS AND ANSWERS

ANTI-BULLYING		
Question	Answer	Action
Can there be a way in which students can report bullying anonymously, either for themselves or a friend?	Yes this is done via the Resolve button on the LP.	Advertise to all students in tutor programme, morning location. Assembly about Anti-Bullying Week will take place after half term and the Resolve button will also be included within this assembly.
What happens if there are more bullying incidents before the two week review?	<p>These are reviewed every day. Actions can therefore be put into place quickly if needed.</p> <p>These would be again be logged and all incidents would be taken into account when deciding on a course of action/sanction.</p> <p>For example is there is repeated name calling of the same person which mirrors the previous incident then a more serious sanction would be imposed on the offender. The full range of school sanctions, as outlined in the school behaviour policy, will be used.</p> <p>Each case has to be looked at in full detail and the previous incidents log helps to provide pastoral staff with all the information they need</p>	Always ensure Pastoral Year Leader staff monitor the review dates of incidents in line management meetings every week.
After the two week review takes place if another instance of bullying takes place, is this logged as a separate incident? Who tracks the frequency of incidents involving the same students?	<p>Yes, all incidents are logged as individual incidents to ensure we have a full picture of what has taken place. If it is a repeated incident, as above, then sanctions are applied as appropriate.</p> <p>The Pastoral Year Leader for each year group in discussion with the Academic Year Leader check the log daily/weekly to have the overview. This is then discussed with S Wesson (Assistant Vice Principal for Behaviour) in line management meetings each week to ensure appropriate actions have taken place.</p> <p>This is about education of offenders, not just sanctions and support for the victims.</p>	In line management, check that all new incidents have been logged and tracked to see any new patterns emerging.
Who keeps track of the bullying log?	Pastoral Year Leaders for each year group, in conjunction with the Academic Year Leader. Ultimately the Assistant Vice Principal and Vice Principal monitors all the entries/actions.	Continue to monitor the log every week on line management meetings.
Who sees the information that students submit via the Resolve button?	Miss Frith (librarian and anti-bully lead member of staff) monitors the entries and then passes information to the year teams.	Ensure all information is passed to Pastoral Year Leaders. Pastoral Year Leaders, to regularly check in with Miss Frith who can send a weekly overview of incidents.

PCAB QUESTIONS AND ANSWERS

ANTI-BULLYING

Question	Answer	Action
How frequently is the information from the Resolve button checked?	Immediately as it creates an email alert to Miss Frith.	Check that the incidents are being created.
What type of restorative work happens when a form of bullying has taken place?	<p>This takes a variety of forms and is led by the feelings/requests of the victim in each case. Supervised restorative conversations between two parties can be arranged to allow students to explain how the incident has made them feel. This allows for apologies to be made and the offender to reflect on their actions. This restorative work/education/reflection can be far more effective than sanctions alone.</p> <p>All students would be spoken to individually before such a meeting to explain the process and check they are mature enough for it to take place.</p> <p>Some students (victims) choose to not have restorative work, which is always their choice.</p> <p>Restorative work may not always be appropriate, the Pastoral Year Leader staff member will make this decision.</p> <p>Students involved in bullying of a racist nature will complete a specific education pack to educate against any racist actions in the future.</p>	<p>Ensure that new staff (Pastoral Year Leaders) are comfortable with restorative conversations. Ensure training where needed.</p>

DIVERSITY AND INCLUSION

Question	Answer	Action
How will the school celebrate the Queen's Platinum Jubilee?	<p>As an academy trust we know how important it is to celebrate the Queen's Jubilee and we indeed plan to celebrate!</p> <p>Plans are currently being discussed and celebrations will take place in the spring/summer term.</p>	Senior leaders to discuss celebrations for Queen's Jubilee and begin action planning.
Is the meat that the catering staff use Halal?	<p>The catering staff provide meat that is both halal and non-halal.</p> <p>The following items are halal and at least one is available every day:</p> <p>Chicken Tikka / Diced Chicken / Cajun Chicken / Chicken Nuggets</p>	Senior leaders to discuss with catering staff how this is communicated to students and staff.

PCAB QUESTIONS AND ANSWERS

DIVERSITY AND INCLUSION

Question	Answer	Action
How have parents been informed about the celebrations and activities that are taking place in the school day?	<p>Parents have been informed by the community events via the Wath Academy Facebook page.</p> <p>Primary schools have been informed of the celebrations and have been asked to publicise the event on our behalf.</p> <p>The events have also been publicised via the Principal's weekly letter, which is accessible to all via the school website.</p> <p>Moving forward, we would like to send physical leaflets out to the community to further promote and raise awareness for the events.</p>	Senior leaders to look at ways to further increase promotion and knowledge around the community events via planning more in advance to ensure notices are given to primaries sooner.
Will there be more diverse speakers delivering to our students in the future?	<p>We hope so. Currently, we are aware of our need to increase diversity amongst external speakers and are looking at ways to do so.</p> <p>We have incorporated videos of speakers into tutor sessions, which have included ethnic minority and female speakers. We endeavour to increase this throughout the year.</p>	Senior leaders to continually look at ways to bring in more diverse speakers.

OTHER

Question	Answer	Action
What are the vegetarian healthy options available for lunch?	<p>The catering staff provide a range of vegetarian healthy options and these include:</p> <p>Pasta Pots Salad Wraps Salad Jacket Potatoes with variety of fillings Quorn Chicken Sandwich Selection</p>	Senior leaders to provide an opportunity for the catering staff to meet with student leaders so that food choices can be further discussed.
What student feedback has been done regarding 100 minute lessons?	<p>Feedback was taken from our student leaders and through panel interviews conducted last year to gain an insight into a range of areas. Generally, students enjoyed the 100 minute lessons and they felt they could get more done in the lesson.</p>	Further opportunities for students to feedback will be an ongoing this year through surveys, student leader meetings, the Learning Platform link and student panel discussions.

PCAB QUESTIONS AND ANSWERS

OTHER

Question	Answer	Action
<p>How are you supporting students' mental health?</p>	<p>Pastoral Year Leaders (PYLs): PYLs support students with a range of issues. They are non-teaching and can ensure students have a trusted adult to raise concerns with throughout the day.</p> <p>BSU support: The Behaviour Support Team offer a level of support for students when needed.</p> <p>Safeguarding team: The safeguarding team (Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and two safeguarding officers) are dedicated to responding to the mental health needs of students.</p> <p>LP student homepage: Students can report concerns using the 'Let's talk@' button on the LP. This goes directly to the safeguarding team, who respond immediately.</p> <p>Lunchtime drop-in: There is a lunchtime emotional wellbeing group available for students across all year groups once a week.</p> <p>Counselling support: We have a Mental Health Practitioner in school (Anneka Thomas) who meets students for 1:1 counselling sessions. We have recruited a school Mental Health Specialist joining the team in February 2022 (Kerry Rudman). They will see students (and staff) for counselling also.</p> <p>With Me in Mind consultation: Students are discussed with the WMIM service to see whether 1:1 counselling is required by the WMIM practitioners. Education Mental Health Practitioners (EMHP) from the WMIM service then book appointments to see students during a school day.</p> <p>E-clinic / online support services: Signposting to With Me in Mind (WMIM) service</p> <p>Signposting to Kooth: During an initial contact with a student, a leaflet or flyer regarding these services is passed on.</p> <p>Tutor time: Students have contact with their tutor daily. Mental health resources are delivered during tutor time where appropriate especially during Mental Health Week.</p>	<p>Habitually embed support via Pastoral Year Leaders. New Pastoral Year Leaders to become established with their year groups.</p> <p>Sustain providing support and discussing students at the weekly vulnerable learner meetings.</p> <p>Maintain signposting to students.</p>

PCAB QUESTIONS AND ANSWERS

OTHER		
Question	Answer	Action
<p>How are you supporting students' mental health?</p>	<p>Life Skills lessons: Mental health is covered within the Life Skills curriculum.</p> <p>Academy website: There is a section for students on the website regarding emotional wellbeing. This has links to services that can support them.</p> <p>Display boards: There is a display about emotional health on the ground floor corridor.</p> <p>Mental Health Award (Leeds Carnegie): We have signed up to this award and will be promoting mental health across the academy. We will be recruiting students and staff ambassadors.</p>	<p>Review and update lessons as necessary.</p> <p>Regularly update displays.</p> <p>Launch with staff, students and governors.</p>
<p>What enrichment is now available for Y11 students?</p>	<p>We have a wellbeing programme that runs for Year 11 from 3:45pm – 4:45pm. We created this through feedback from students. Currently, students feel they would prefer to go home at 4:45pm or attend tutoring sessions due to darkness; however we hope to increase uptake on enrichment throughout the spring and summer terms.</p> <p>Year 11 students are also able to still participate in school events, such as the pantomime and Movement Evening.</p>	<p>Through student voice, we endeavour to build this further.</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
in order to provide further feedback.**



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.