



Wath Academy

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

INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Writing to you all for the final time this year has provided me with the opportunity to reflect on what we have achieved since we set up the group. When we started, the group had two purposes:

- 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.

There are multiple examples of the above happening over the past two years but the group in my opinion has become so much more than that. It is a close-knit group of people who have the Academy's best interests at heart. The group provides challenge and feedback as well as being advocates within the parent community.

The group are conscientious and have often chosen topics which are pertinent to the community. This has enabled us as leaders to understand what truly matters to our parent/carers and has given us the opportunity to provide rationale behind decisions and systems.

The relationship between Academy leaders and our community is something which is really important to us and you have provided us with the opportunity to enhance this.

Thank you once again for your time and commitment. I hope you all have an excellent summer break. We look forward to seeing you at the Academy Awards.

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 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
DSL, BEHAVIOUR AND
ATTENDANCE



Mr Swann
CURRICULUM AND
ACADEMIC OUTCOMES

ASSISTANT PRINCIPALS



Miss Jandu
Y11 OUTCOMES



Mr Wesson
BEHAVIOUR AND ATTITUDES



Mr Shaw
KS3 CURRICULUM, ASSESSMENT AND
REPORTING, CHARACTER EDUCATION



Mrs Boyd
TEACHING AND
LEARNING

ASSOCIATE ASSISTANT PRINCIPALS



Miss Slasor
HEAD OF SIXTH FORM



Mr Taylor
ATTENDANCE, HOUSE



Mrs Pritchard
ASSESSMENT CALENDAR,
Y10 OUTCOMES



Mr Meyerhoff
TEACHING AND LEARNING,
HOMEWORK



Mr Davies
Y10 AYL, Y6-Y7
TRANSITION, PCAB



Mr Wood
BEHAVIOURS, CONSEQUENCE
DUTIES, ACTIVE SUPPORT,
REWARDS





PCAB Questions and Answers

Events – How can this be improved?

Question	Answer	Action
Are students able to receive more information about upcoming Duke of Edinburgh events?	Yes, we will look into this.	We are currently reviewing the Duke of Edinburgh provision, more updates will follow.
Are students able to communicate what trips they would like to attend?	Students have the opportunity to communicate this during student voice sessions and also through communication with staff members.	DME to consider putting some additional questions on student voice to more fully incorporate this.

PCAB QUESTIONS AND ANSWERS

Events – How can this be improved?

Question	Answer	Action
Have you looked at working with PGL?	We have but they are very expensive. We have also looked at using other providers (e.g. Kingswood, Girl Guiding UK) and are continuing to do so. We always check, before advertising a trip, that what we are providing is good value for money.	RPR to research appropriate providers for trips.
Can you access Turing funding for future trips?	We will investigate this.	RPR to investigate Turing funding for future trips.





PCAB QUESTIONS AND ANSWERS

Events – How can this be improved?

Question	Answer	Action
Can we receive more consistency and notice from PE regarding fixtures and trips?	Yes, this can be achieved.	RPR to speak to Head of PE regarding how this is organised and future communication. With Class Charts being used more prominently from the next academic year, this can be shared more easily.
Why is there a delay between giving a deposit and giving consent to finding out if we got the place?	We have to assess if we have enough students for the trip to be viable. Some parents/carers send the consent form and then we have to chase for payment.	RPR to review this process, linked to the implementation of Class Charts.

PCAB QUESTIONS AND ANSWERS

Votes for Schools – How can this be improved?

Question	Answer
<p>Are all students expected to present in front of their tutor group?</p>	<p>All tutors at Wath Academy have an awareness of their tutees and how comfortable they are when delivering speeches. They will use their professional judgement when selecting students, but it is our ambition for all students that we can get them to the point where they can present in front of peers so that they are equipped with the skills that they need to thrive in their lives beyond Wath.</p>
<p>What happens if students are too anxious to read their speech out in front of their tutor group?</p>	<p>The sessions are designed to help students develop their confidence so that they in a position that they can complete their speeches. For example, they may start with sharing their speeches with a partner, then a small group of 4. This incremental approach helps students to build confidence in stages. In addition to this, some tutors allow tutees to read their speech whilst they are sat down to begin with to reduce anxiety. Also, at times tutees will wait until the end of the session to read their speech out to their tutor when other students have left the classroom. We have found this to be a really useful strategy to help build confidence.</p>
<p>Why are the different topics selected during certain weeks?</p>	<p>The topics selected often link to key themes within the media or to national events such as the coronation. Questions posed can also be linked to PSHE content that students are expected to cover.</p> <p>The aim of this to raise awareness of pertinent topical debates so that students are informed and develop their cultural awareness.</p>



PCAB QUESTIONS AND ANSWERS

Year 11 – How can this be improved?

Question	Answer	Action
Are Year 11 students expected to attend Wath Academy for an additional period every day?	The timetable for Y11 students is different to the rest of the Academy. Y11 students must attend all timetabled periods with their school day finishing at 3.40pm.	SDA to send out a message on Class Charts just to remind parents that Y11 finish at 3.40pm.
Are Year 11 students able to select which subjects they attend during the exam intervention programme?	No, all students must attend all timetabled lessons. The intervention timetable has been specifically planned to support students for upcoming exams to support them.	N/A
Are Year 11 students expected to attend sessions on weekends and during holidays?	Although this is not compulsory, we do strongly encourage Y11 students to attend the holiday and weekend intervention sessions. Yes, we would expect students to commit but it is not compulsory.	SDA to be aware of not using language such as compulsory when we invite students to attend weekend and holiday intervention.





PCAB QUESTIONS AND ANSWERS

Year 11 – How can this be improved?

Question	Answer	Action
Should I buy revision guides over the summer holidays to prepare my child?	All revision guides will be provided free of charge for students at the October revision session. If your child wants to get a head start and do some work during the holidays, you might want to buy one or two but certainly not all.	SDA to communicate to Y11 parents to inform them that they will receive revision guides at the revision evening in October.
Do staff have the time to plan meaningful sessions for the students?	Yes, staff are given time during faculty meetings where the planning of resources are shared between staff to prepare for intervention sessions. As this is the second year, a lot of the planning has been done with resources tweaked and amended to suit the students and subject content.	
Will students spend a whole day studying one subject during the intervention period?	Very rarely. Depending on the exam timetable, students will complete an exam in the morning followed by a subject intervention session followed by an afternoon exam. In some cases, students might spend period 2 and 3 doing one subject due to not having an exam in the afternoon.	ROL to inform Y11 team of concerns from Y11 students and parents about studying one subject for the whole day.



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.**



MALBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.