



**MALTBYLEARNINGTRUST**  
Exceptional Experiences. Successful Lives.



# Wath Academy

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

# INTRODUCTION FROM PRINCIPAL

Dear PCAB Member,

Firstly, I'd like to thank you all for giving up your time and committing to being part of the group.

For those of you who have continued in the group from last year it was great to see you all again and we appreciate your ongoing support and commitment to the Academy. To the new members, it was great to meet you and we look forward to you becoming an important part of the group.

We believe the format of the meetings works well so we envisage them carrying on as they currently are. If you do have any feedback regarding the structure of the sessions, please let us know.

It was great to give you an update on Enrichment, provide you with a deeper insight into our newly achieved Inclusion Quality Mark Centre of Excellence status and gain feedback on KS3 assessment mechanisms. Please see throughout the document our response and actions relating to your feedback.

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**  
Y11 AYL, Y6 TRANSITION,  
PCAB



**Mr Wood**  
BEHAVIOURS,  
CONSEQUENCE DUTIES,  
ACTIVE SUPPORT,  
REWARDS



**Mrs Casey**  
KS3 CURRICULUM AND  
ASSESSMENT, TIMETABLE, Y9  
OPTIONS



# PCAB Questions and Answers

## Enrichment – How can this be improved?

Question	Answer	Action
At what age can students choose the Duke of Edinburgh enrichment?	The Wednesday afternoon enrichment is focused around the skills that they will need to complete the award and therefore we have the full age range of Year 7-11. We target the award to year groups 9 and above and this is completed separately to the Wednesday afternoon enrichment.	
How can parents track what students are doing for enrichment?	Each enrichment is recorded on a students timetable and can be seen in Class Charts.	
How can parents encourage students to not always choose the same enrichment?  Could there be an assembly on enrichment and the importance of picking a variety?	Prior to students selecting their enrichment, the options book is shared via Satchel One and so that students can discuss choices with those at home.	To include an additional slide in the tutor session when students are selecting their enrichment to highlight the potential benefits of selecting something outside of their comfort zone.





## Enrichment – How can this be improved?

Question	Answer	Action
Is it possible to have different levels of sporting clubs to allow all students to access different enrichment activities?	All enrichment options are open to students of all starting points. It does not matter if it is your first session or if you play competitively outside of school. All students are welcome to attend.	
Can there be more information provided for each enrichment when they chose?	The enrichment booklet that is shared with students has a description of the activity and what students should expect if they choose.	Discuss with student voice how this booklet could be further improved.
Could the Gardening enrichment be expanded to a local allotment?	As the gardening project grows this is certainly something that we can consider. However, the space we have available is considerable and currently meets our needs.	
Can we explore offering more qualifications through the enrichment programme?	We are always open to developing the enrichment programme and introducing qualifications is certainly one way of doing this. For example, we have recently added Mandarin qualifications. However, it is important that we find the right balance and that what we introduce meets the needs of our students.	Consider other qualifications such as British Sign Language that could be introduced as part of our offer.



## SEND – How can this be improved?

Question	Answer	Action
Would it be possible to do British Sign Language enrichment?	We can definitely look into outside providers coming into school or even at a minimum see if we can get someone into school for British Sign Language Week (18th-24th of March 2025).	Contact British Sign language for some local contacts to arrange potential sessions in school.  Speak with CSH around BSL as an additional enrichment opportunity.
How do you meet the needs of SEND students through interventions when there has been an increase in SEN students on the register?	Use of a multi-agency approach so students can receive 1-1 specialist I Intervention such as the Specialist Inclusion Team, Autism Outreach, Aspire Outreach, Speech and Language Team and Sensory Pathway.  Interventions have been delivered in small groups specific to the students' needs.	EGR to look into any further interventions that can be used in school through Rotherham / Barnsley LA.



## Reporting to Parents – How can this be improved?

Question	Answer	Action
Why are Parents' Evenings online?	We made the move to Online Parents' Evenings during Covid. Feedback from staff and parents was that they preferred this. It ensured appointments did not overrun and allowed parents to meet with teachers without being in queues. It also meant that appointments could be made to fit around parents' other commitments too.	
Could there be a QR code on Learning Cycle data with a link to a video to explain what everything means?	We send a letter with the information about Learning Cycle data alongside the reports.	SCA to look at alternative ways of sharing this information with parents.
Do parents & carers have to wait until Learning Cycle data to find out about subject concerns?	Parents and carers are welcome to contact class teachers if they require information about how their student is doing.	Parents / carers to use the Contact Us section on the school website if needing to contact specific staff members.
Could a 'knowledge organiser' style document be put together for each year group for every half term?	On the website we currently have the 39-week plans and start to end point mapping documents for each subject area.	Use of knowledge organisers to be explored with staff and students and feedback to be given to PCAB later this term.





# 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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