

Wellspring Newsletter

June 2019

Mark Wilson's Message

Mark Wilson, CEO



WELLSPRING
ACADEMY TRUST

We Make A Difference



Welcome to issue twenty-eight of our newsletter. This is an incredible community that is making a real and positive difference to the lives of young people and their families.

I would like this month to celebrate the spirit of professional generosity that runs throughout our Trust and in particular celebrate a number of initiatives led by colleagues from throughout the organisation.

Springwell Leeds recently hosted a series of film screenings at its' sites around the city. The film Resilience was advertised free of charge to all professionals and services involved with young people in the area. One screening drew over one hundred colleagues. This is a very powerful demonstration of professional generosity and advocacy for approaches to supporting and empowering young people.

Springwell Leeds recently hosted a Curriculum Conversation with Hywel Roberts that again drew in colleagues from around the city. The Academy also has plans to host a Teach Meet. By being outward-facing and collaborative, we give ourselves opportunities both to learn from and to influence others.

Associate Principal, Emma Beveridge recently organised a BrewEd event in Hull that was well-supported by members of our team.

Executive Vice Principal for Inclusion and Wellbeing, Charlotte Briggs in North East Lincolnshire authors a blog Teaching isn't B&W <https://teachingisntbw.home.blog/>.

Teacher Lois Jowett has a YouTube channel <https://www.youtube.com/channel/UC4vNKID1eS5kvNCEaV4ascA>, Instagram <https://www.instagram.com/displaylady/> and also authors a blog Teacher Traumas <https://teachertraumas.wordpress.com/>.

Teacher Natalie Whitaker authors a blog <https://ethicalbohoteach.home.blog/>.

Director of Learning Dave Whitaker authors a blog <https://www.independentthinking.co.uk/>.

John Green, Jacob Lawton and Luke Mitchell author a podcast entitled Three Flat Caps and a Whippet - <https://soundcloud.com/threeflatcaps/episode-1-nobodys-talkin>.

By tweeting, blogging, podcasting, Instagram-sharing and other our community circulates ideas, shares learning and provides the means to strengthen us all as a community of professionals in common cause.

Once again, I urge you to join and to contribute... to the online community... through acts of professional generosity to share your viewpoint and expertise, not only with colleagues throughout the Trust but also with the wider community of educational professionals

Wellspring is a force for improvement in the schools system as a whole. You have a very important contribution to make to it.

Social Emotional Mental Health (SEMH) Team at Greenacre

By Elaine Padgett

This month the SEMH team has been very busy preparing for Mental Health Week on 13-17 May.

During Mental Health Week Greenacre's singing and signing Makaton Choir which now has twenty-one very enthusiastic, dedicated members, performed every lunchtime to encourage pupils from all departments of school to be involved. Choral singing significantly improves our mood, decreases stress and promotes positive energy.

Magic breakfast school partners came to Greenacre and were amazed by how the school has embraced and successfully delivered the programme for all individuals.

We successfully relaunched the Mental Health first aid boxes and our catalogue of interventions by adding additional resources that the SEMH Champions have sourced to ensure all students' mental health needs are supported.

It is the time of year again where our year 14 students in P16 are preparing for transition from Greenacre. We continue to support all our students with additional SEMH interventions to prepare for this time of uncertainty and ensure a positive, smooth transition for everyone.



Growing Our MindSpace

By Helen Mills

Victoria and Ebor Gardens Primary Academies are among the first Primary Schools in Leeds to recruit a full time counsellor – and what an amazing appointment.



Knowing that many of our pupils and their families face significant challenges we worked with MindSpace to explore the best possible solution – and that solution came in the form of O'Neil Grant

While we have excellent pastoral teams and nurture provisions within our schools, we realised that for some children the issues are more complex and require a more individualised approach, targeted to their specific circumstances and experiences. We recognised that availability of child-centred counselling services was limited and that children were facing long waiting lists. As a result, these children were finding it difficult to focus on their learning and this was often expressed through lack of engagement or challenging behaviour.

O'Neil has been a fantastic addition to our team. By being based on-site across the two schools he is able to work closely with class teachers and the pastoral teams, carry out observations within lessons and playtimes and develop positive relationships with parents. He is frequently seen around school and at the school gates, ensuring that he is familiar to parents and children.

The support and supervision through MindSpace has been fantastic, allowing access to resources and advice at all times. O'Neil's work is already having a really positive impact on our school communities and we have plans to develop his role over the coming months to broaden the impact across both schools.

Anyone considering following our example should contact Michelle Sault on M.Sault@wellspringacademies.org.uk MindSpace makes an invaluable contribution to O'Neil's support and professional development. This truly is an exceptional partnership.

Resilience in Leeds

By Ann-Marie Walker

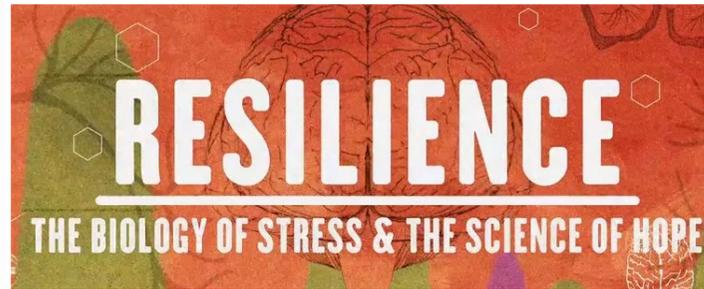


In Leeds we are on a mission to:

- ✓ Raise awareness of Adverse Childhood Experiences (ACEs)
- ✓ Help people to understand the impact of ACEs on brain development
- ✓ Understand the relevance of toxic stress and how this might be presented in the children we work with.

But most importantly to motivate and inspire the community to come together and create a call to action!

That is why we are hosting three community events across the city for services and agencies in Leeds to join us in a free showing of 'The Resilience Movie' about the biology of stress and the science of hope. We have approximately 200 professionals signed up to attend!



As quoted in the movie:

'if you can get this into the hands of the general population, they will invent some very wise solutions'

But it doesn't stop there. Wellspring leaders Ann-Marie Walker, Verity Watts and Emma Beveridge will be delivering a free one day conference later in the year for leaders across the Trust in Barnsley, Leeds and Lincolnshire as we start a movement...

Watch this space!



We have approximately 200 professionals signed up to attend!

Magic Moments

By Lisa McCarthy



Physical activity improves physical, social and emotional health & wellbeing. The Barnsley Primary Partnership's aim this year has been for all children to do at least 60 minutes of physical activity a day.

We have increased our PE lesson time, introduced the daily mile, focussed on active play and lunch times, improved the number of extra-curricular opportunities and developed links with outside organisations to complement our 'offer'. **The results are staggering.**

Active pupils perform better



Brain function Improves



Behaviour Improves



Attendance & school engagement Improves



Academic results Improves



Young Leadership

Our Physical Activity & Sports Leads have really increased the engagement of ALL pupils in regular physical activity. They have enabled the pupils in KS2 to develop their leadership skills and children have been given the opportunity to undergo an extensive training programme which ultimately leads to their 'Play Leader' qualification. It really is a pleasure to see young leaders emerging every break time in their fluorescent jumpers to deliver their carefully planned sessions to younger pupils.

Extra Curricular Provision

A broad range of sports and activities are offered in Barnsley Primary Partnership to enrich and extend our curriculum. Clubs range from sewing to signing, football to orienteering, Lego to cooking. Over 50% of our children attend a club every half term.

We also provide competitive and non-competitive opportunities which led us to the finals of the Bruce & Bobby Love Life Cup. We entered a team with players from Oakhill, Forest and Oakwell Rise – the first BPP Team outing! They got through to the finals – to be played at Barnsley's Oakwell Stadium in front of 14,703 spectators! **THEY WON** on the same day Barnsley were promoted – a day in history for our young people. **#opportunityofalifetime!**

What Next?

We will continue to make the impact we have made this year, which is fundamental to create happy, well-rounded, healthy individuals. We need to unlock every child's talent or interest by providing opportunities for them to experience. We are delighted to be expanding our provision in 2020 to deliver trampolining, Quidditch and Forest schools. Watch out for those broomsticks!

Springwell Barnsley EdTech50

By Danny Ross



Springwell Barnsley has been named in the UK's EdTech50 - an award celebrating the top 50 schools in England who are using technology effectively.

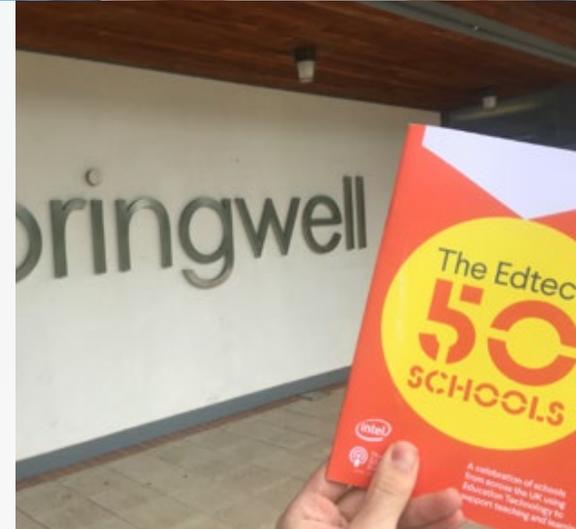
It is an honour to be recognised alongside many inspiring schools embracing change and passionate about making a difference. Technology continues to provide us with the opportunity to connect, communicate, collaborate and create on a local, national and global scale with such ease and transparency. It teaches our pupils to be responsible digital citizens and allows our pupils to express themselves in different ways.

Since commencing my role in 2012 I have relished the opportunity to research and demonstrate how technology can be used in engaging ways to help foster curiosity, creativity and critical thinking. The world has become a much smaller place, with opportunities to connect to every corner. Blogging highlights the power to make a difference to the lives and learning of children. We provide students with a platform to write for a real audience, therefore giving them a purpose to write. When children have a purpose it impacts positively on the quality of their writing.

Students use the blog and SeeSaw as a digital portfolio. Apps such as Explain Everything, Book Creator, iMovie Green Screen and many more are redefining the way in which different tasks can be completed to incorporate different skills and promote creativity in our now 21st Century classrooms. Our students are making their learning visible for the world to see using content creation apps.

When you combine the power of Airserver, projector, and the iPad the adaptability of technology is endless.

At Springwell we use the Airserver, iPad and projector in various combinations to enable different types of activities. Our students can share what they are doing to the entire class with the touch of a button, ensuring they produce their best work at all times. I have found that with literacy the iPads can provide some amazing speaking and listening opportunities. Children who struggle with writing therefore have the chance to express themselves in different ways. Not only have the iPads supported our most vulnerable children with SEN, they have also stretched and challenged out higher achievers to think more critically and creatively in order to complete tasks.



Giving the students the opportunity to creatively use the technology is crucial in preparing them for the future.

Primary ICT Support: working in the background to protect us

By James Watson



Who wouldn't respond to an email request from their Line Manager? Many times attackers don't use complex tools or technology to try and trick you to send money, send your login details, etc. They simply research, checking out social media accounts like Facebook, LinkedIn, or your Academy's "About" section.



From there they craft the email (or string of emails) that looks like it's legitimacy from a trusted source. These messages typically do not contain malicious links or attachments, making them very difficult to detect with traditional email security solutions. It seems to come from your supplier, your colleague, your friends.

Every Academy uses a web-based application to help manage day-to-day workloads and tasks. Attackers are well aware of this and target trusted web services like Gmail, 365 or DocuSign as a way to lure unsuspecting victims. These attacks often try to get you to give up account credentials or click on a link.

For example, you may receive an email informing you that you have unread messages, to reset your password, or to review or sign a document.

From there, you're taken to a fake website portal and accidentally give up your login information. In many cases this action is forgotten by the member of staff. And now the attacker can access your emails, understand who you are, your authority, who listens to you. They then assume your identity and send emails as you.

To combat this Primary ICT, in conjunction with Wellspring Academies now implement Artificial Intelligence to understand the subtle attack strategies, remove the threat before it gets to a staff members' inbox. Continually monitoring every account managed by Primary ICT to spot the signs of imminent risk. In the four weeks since the technology has been implemented, countless potential phishing emails have been prevented from getting into the Trusts email systems.

Springwell Leeds in Scarborough

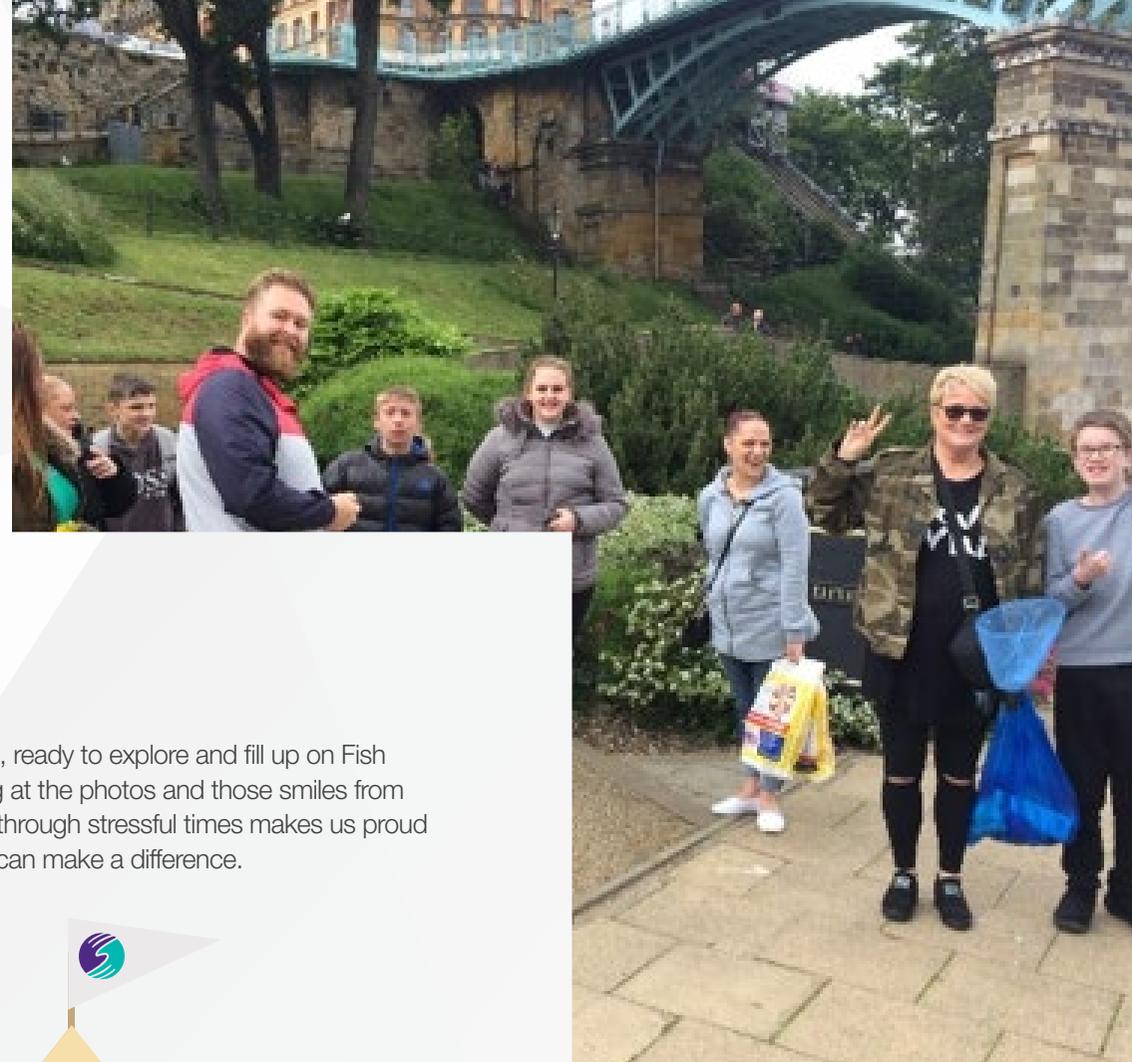


Springwell Leeds South's first family trip, on Saturday 15 June to sunny Scarborough.

Some of our families don't get to experience the things that the rest of us take for granted. Some have never visited the seaside. They don't drive and don't have the finances. We don't just work with children, we work with families and our curriculum doesn't just stop at 3pm on a Friday...

So we set about fundraising through a Christmas Fair, Non Uniform Days and even a staff sponsored waxing event! We hired a coach and our parent support advisors and Care Team leaders gave up their Saturday to make the magic happen. As the weekend approached we had rain, rain and more rain but the day arrived and the rain cleared.

Families arrived excited, ready to explore and fill up on Fish and Chips. Just looking at the photos and those smiles from families who are going through stressful times makes us proud and honoured that we can make a difference.



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SEND at Barnsley Primary Partnership

By Jessica Jenkins

This year has seen extensive developments in SEND across the Barnsley Primary Partnership. An Inclusion Team dispersed across our three primary settings has worked collaboratively to deepen our understanding of the needs and provision for our children.

We grow and develop together. We merge our experiences. We learn from each other. We take risks to change outcomes for children.

Using a wide range of 'front line' training opportunities to embed inclusive classroom practice, our staff expertise and confidence has grown and the positive effect in the classrooms is very clear to see.

As well as drawing on expert training from our Wellspring colleagues at Springwell and Greenacre, we have worked closely with a range of professional partners - including an Educational Psychologist, an Occupational Therapist and the Social Communication and Interaction Team. The directive has been key work with individual children but also developing toolkits, layered training to meet the needs of pupils within phases and developing the teaching team's expertise in diagnosis, delivery and impact.

As part of our clear Assess-Plan-Do-Review cycle, we have developed detailed and intricate year-long SEN Support Plans through peer collaboration and reflection. We call these our 'Plan As'. Our talented teachers have been co-authoring plans as 'experts' - linking with the SENCOs, our various professional partners and parents to ensure we meet the needs of our children. As a key area of challenge, we have also devised a 'Plan B' to support pupils who are displaying specific SEMH needs. The teams are working tirelessly to ensure their best endeavours to nurture the children in our settings, whilst maintaining high expectations and high challenge.

In a recent Ofsted inspection at The Forest Academy we were able to share the Barnsley Primary Partnership SEND systems and ethos. The inspector was blown away by the inclusive approach in a mainstream Primary setting:



Our team consists of:



Jessica Jenkins
Head of School
at Oakwell Rise,
Strategic SENCO



Helen Clowrey
The Forest
Academy
SENCO and SLE



Helen Kingdon
Oakwell Rise
SENCO



Jon Green
Strategic SENCO
(SEMH)



Jo Gibbons
Oakhill
SENCO

'Exemplary support plans are in place to ensure that teachers and other staff provide high-quality care and help for each pupil. Pupils with SEND are fully included in lessons, with work and activities skilfully adapted by staff. This school is an excellent example of fully inclusive practice.'

The Forest Academy Ofsted report, January 2019

Paws and Read



Littlecoates recently hosted a 'Paws and Read' session from charity Therapy Dogs Nationwide with local rescue dog Tuchi helping to encourage children to pick up a book.

Tuchi's owner Vicky has volunteered with the charity for many years but this was the first time she had taken him into a school. Principal, Neville Wilkinson said "Encouraging our children to read is a top priority for the school and this is an excellent initiative supporting that goal. The charity says that by reading to a therapy dog, which does not judge or criticise, children are encouraged to improve their literacy skills in a calm, relaxed way. We are really interested to see how they get on and we're grateful to Vicky for bringing Tuchi in to see our children."

Tuchi is Vicky's fourth Therapy Dog.
"I took him around the classrooms and the children loved him. He remained calm and we will now be regular visitors at the school." she said.



Tuchi came from Safe Rescue in Norfolk after being rescued in Romania. Anybody interested in their dog becoming a Therapy Dog, please ring Janet on (01472) 592857.

Encouraging our children to read is a top priority for the school and this is an excellent initiative supporting that goal.

Trust Reading Network

By Katie Pierce



If you would like any further information, please email k.pierce@theforest-academy.co.uk

In March The Forest Academy hosted the first Wellspring Reading Network. We welcomed leaders from across the Trust to share what we are doing to strengthen reading at Forest.

Led by Katie Pierce and Sarah Lythe (SLEs), attendees had the opportunity to meander through the classrooms, see the teaching of reading in action and engage in rich conversations around the planning and teaching of reading. The school leaders who attended were impressed by what they saw happening in the classrooms and were wowed by pupil outcomes in books.

Feedback included:

“I can’t remember coming away from a day of training/networking and feeling quite so inspired - it was really useful and enjoyable!”

It was the turn of Littlecoates in June to host the second Reading Network. As you step through the door, books instantly surround you and it is evident that reading is at the heart of this school’s curriculum. From beautiful reading spaces, high quality texts and many opportunities for book talk you leave Littlecoates inspired and full of ideas for raising the profile of reading.

The Reading Network offers the perfect opportunity to consider best practice in securing high standards in KS1 and KS2 reading and writing.

This is a fantastic opportunity for English leaders, KS1 and KS2 leaders throughout the Trust to get involved in a network project which aims to:

- ✓ **Get passionate and talented professionals into one room and facilitate discussion which promotes thinking, reflection, secures ongoing improvement and provides a platform for celebration**

- ✓ **Provide the opportunity to see a diverse range of practice across, ultimately, all of our primary settings - with the task of distilling the common features of excellent practice in the teaching of primary English**
- ✓ **Consider various approaches and take inspiration from small things that are making a difference**
- ✓ **Provide a platform for senior leaders to share their leadership journey - what they’ve noticed, what they’ve done and the impact evident as a result**
- ✓ **Develop ideas for further improvements.**

The Reading Network dates for 2019-2020 will be coming soon and we invite as many of you who want to be part of this fantastic opportunity to come along.

MP Visits Beacon



Martin Vickers MP, who represents Cleethorpes, met students from the Engineering and Performing Arts departments after impressive performances in nationwide competitions.

The national final of RAF-backed Race for the Line, in which students build and race rocket-powered cars, will feature two teams from the same school for the first time after both Beacon's entries won places. Its Performing Arts students will take part in the northern finals of the Global Rock Challenge after their eight-minute dance and drama piece was given the judges' nod in the regional final.

Mr Vickers was impressed with their efforts. "Congratulations to you all," he said. **"It's great to hear of your successes in such contrasting competitions. You've all shown a lot of commitment, dedication and talent to get as far as you have and I wish you all the best in your respective finals. I hope I'm coming back to celebrate a national win!"**

In the Race for the Line regional final held at RAF Waddington, polystyrene models, designed and made by the two Year 7 teams, travelled at speeds of around 80 miles per hour.

They came second and third, with the top three going through to the national final at the Imperial War Museum in Duxford, near Cambridge. The third-placed team's car reached 77.9mph while the second placed team's model topped 86.1mph down the straight track. It was pipped to first place by just 0.4mph.

Headteacher Jason Thurley thanked Mr Vickers for the visit. **"I'm delighted our local MP has found the time to come in and recognise the students' achievements,"** he said. **In the Global Rock Challenge entry, 70 students are involved, on and off stage. They and staff spend a lot of their own time making sure all goes well on the day. We love giving our students these opportunities to excel. It develops them as people and gives them skills employers look for, such as communication and teamwork."**

Mr Vickers said the competitions also gave students a broader perspective, meeting young people from across the country. "It's good to engender that competitive spirit," he said. "Life is competitive and these opportunities being given by Beacon Academy instil confidence and ambition."

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Spreading the Happiness in Bramley

By Carrie Green, Executive
Principal Bramley Park Academy



Bramley Park Academy began following a Spread the Happiness timetable in Early Years in January this year. This has included changing our timetable and changing how we plan our day. Our timetable includes Dough Disco, Squiggle Whilst you Wiggle and Making Maths Magic.

Dough Disco is done at the beginning of every session in Nursery, both morning and afternoon. Children and staff have their own pot of dough, we put on some music and we go to the Dough Disco! The aims of Dough Disco are to get children ready for writing by warming up the muscles in their hands and fingers through different movements and exercises. The children have become very confident in Dough Disco and their fine motor skills have developed tremendously.

We have a Squiggle Whilst you Wiggle session every morning and every afternoon also. Again, this involves all staff and children. We start with a pair of flipper flappers each (one in each hand) put our funky, upbeat music on and get dancing. The idea of Squiggle is to provide children with the shapes and movements they need to form letters (and numbers).

The movements are done using gross motor skills, initially with the flipper flappers and then we move on to the mark-making. Whatever movement and actions we have done with the flipper flappers, we then do in our mark-making. For example, our first movement is 'up and down', we use our flipper flappers to make big 'up and down' movements with our arms and then when we go to mark-make we make, the same marks 'up and down', which gets children ready to write 'l', 'l', '1'. Children use both hands with a crayon/pencil in each hand to develop the muscles in both hands. Our second movement is 'side to side'. Once the children do up and down and side to side they are ready for writing 'l,l,j,t,1,4,7'. This builds up throughout the year, providing children with the marks they need for all letters and numbers. We do our mark making in all sorts of ways, we use pencils/crayons on big paper on the floor, paint (using our hands not brushes), chalk outside and the big white board on the wall. However you can mark-make, you can squiggle that way too.

Making Maths Magic follows the same structure every time. We use 'abra' for our starter which is always counting. We count in ones to 5 initially, then 10 and so on. Then we do 'cadabra' when we sing some number songs. We always number songs counting not back until children are solid at counting to 20 and we finish off with our 'do'. This is our main focus of the session. This is a focus on a counting skill, for example, we might be counting objects, we might be finding an amount and as the year progresses we might be matching numerals to quantities.

This makes up our making maths magic session Abracadabado.

We have seen huge progress in our children's abilities to mark make, writing for a purpose and writing for enjoyment.

Our six weekly assessments of writing development are fantastic and we are immensely proud of just how far our children have come on their mark-making journeys so far. 50% of our children have made 6 points progress or more in writing following this new programme. 30% have made 5 points progress and we do not have any children who have not made any progress at all.

Kate Lamb, SLE EYFS, BPA



The Spread the Happiness consultancy support has seen tremendous impact at BPA in terms of EYFS provision, planning and pupil progress. Not only do the resources and forward-thinking approach to EYFS provision allow children to be creative it engages their physical development in a fun and exciting way. Although promoted for our youngest learners most of the resources, ideas and philosophy can and should be adopted for all of our pupils across all areas of need. I firmly believe it would enhance any provision and engage our learners and young people in amazing and fun exciting approaches to maths, writing and physical developments. We have brokered a login for each school which can be accessed through our Maths Portal.

Please let [Chelsie](#) know your preferred email login for this amazing, empowering and confirmed impact resource.