

Wellspring Newsletter

May 2020



Mark Wilson's Message

Mark Wilson, CEO

We have produced a monthly newsletter since the very earliest days of the Trust because it is an important expression of our shared culture.

As usual, you will see within this month's edition many great examples of the vibrancy and dynamism of the Wellspring community of schools. If your school is less well-represented than some others this month – please take that as a personal action to share your news stories with us.

The Wellspring Newsletter is a celebration of things that we are doing well, that we are proud of, that we enjoy and that we want to share with others. Sharing with others helps the cascade of ideas. It helps everyone else to be brilliant. It helps to amplify the celebration of success in school by reaching out to a wider audience.

The culture of this community is the responsibility of each and every one of us. Each and every one of us makes a unique and valuable contribution to it.

I encourage you to make sure that your voice is heard... within your Academy and within the wider Wellspring community... as an energetic advocate for positivity, creativity, kindness and for young people and adults enjoying a really brilliant time together in school.

Happy reading,

A handwritten signature in black ink, appearing to read 'Mark' or 'Wilson'.

The culture of this community is the responsibility of each and every one of us.

The Wellspring Twitter Community...



Share. Share. Share.

We love seeing what each of our Academies are up to... in School and at home. Here is what May looked like for Wellspring.

The Forest Academy @ForestAcademy_ · 12 May
This week years 5, 6 and 6 are doing the first Google Classroom Video Chats!!! We cannot wait to see you all!!!! 😊

Springwell @springwellILC · 7 May
Fantastic virtual assembly hosted by @DannyRoss80 today on VE Day. Great to see lots of our primary children join us from home. We miss you all!!!

Sevenhills Academy @Sevenhills_ · 19 May
Congratulations to the 13 learners that accumulated enough points through engagement last week. Can't wait to tally up this weeks points and send our learners into the half term with a smile on their face. 🌟🌟 #ThisIsAP #RewardsPoints #WellEarned

Oakwell Rise Primary @oakwell_rise · 11 May
So, the team have been busy reading some of their favourite stories - something rather amazing has happened and Miss Pizzie and her Fella have become the main characters!!!

Have you read Gangster Granny lately? Can you recreate your fav book cover???

Joseph Norton @JosephNorton001 · 15 May
This week's food parcels prepped ready for delivery. #jnvalues #morethanascchool #wemakeadifference.

Phoenix Park Academy @PhoenixPark_ · 12 May
Students from @ParksidePPA participated in SEMH activities and time to talk. Each activity was chosen by them, for them. It is about going that extra mile to support our vulnerable learners. @MrJBladesPPA @MrWilliamson11 @PhilBurns_ppa @WellspringAT #ThisisAP

....continued

LaceyField @LaceyFieldLouth · 1h
The children are making the most of the sunshine today and creating some brilliant art on our playground! 🎨 #BusyBeingBrilliant



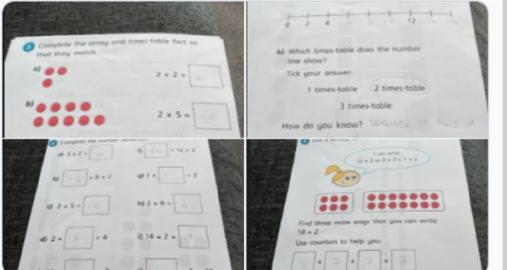
1 5

Springwell Leeds Academy @Springwell_Lds · 1 May
Well done William in Orange 3 at our North site for all your amazing WOW work at home!



1 1 10

Bramley Park Academy Retweeted
Miss Brady @MissBrady20 · 20 May
Some amazing maths work this morning from Maddie. Using her knowledge of multiplying by 2 to find missing numbers, complete arrays and number lines and solve and understand 2-step word problems. Brilliant! @bramley_park



2 4

Ebor Gardens Primary Academy Retweeted
Carol Wathen @WathenCarol · 8 May
Thank you to Lisa and your dedicated team @radioaire @cashforkids for your generous donation helping us to support our community, our families and our children during these unprecedented times!#wemakeadifference @EborAcademy @WellspringAT

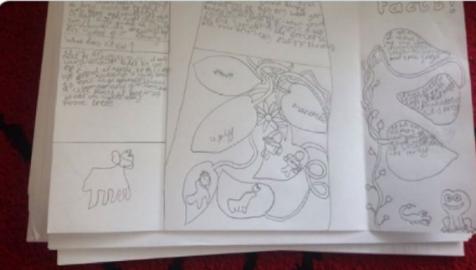


2 11

Bramley Park Academy Retweeted
Miss Brady @MissBrady20 · 18 May
How wonderful are these pictures Samanta created using 2D shapes she spotted on her shape hunt! @bramley_park



Bramley Park Academy Retweeted
Miss Ward @Monster_munch01 · 23h
Another fantastic information text from Dylan in Year 5... he loved creating his own creature and coming up with fun facts to astound his reader! @bramley_park



1 4

Beacon Academy @BeaconAcademyCL · 12 May
We are very proud of our OFSTED Report @BeaconAcademyCL is a 'Good' school in all 4 inspection areas. A huge thank you to our staff, students and parents. @WellspringAT @Romantotales Glowing Ofsted report for Cleethorpes school rescued from closure

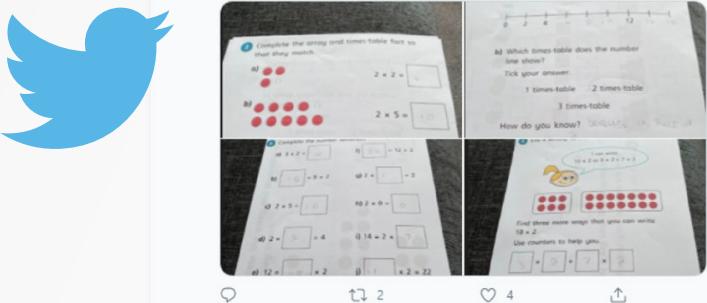


15 79

LaceyField Retweeted
Y4LaceyField @Y4LaceyGardens · 20 May
Year 4 have been busy bees again this week! 🐝🐝🐝🐝 Keep working hard year 4. We are so proud of you!



2 7



National Numeracy Day 2020

By Steven Wingfield
Bramley Park Academy



On 13 May, we saw National Numeracy Day take over our Google Classrooms. It was an opportunity for all of our pupils to participate in a range of fun, engaging, creative and important life skill activities all centred on the wonderful world of Maths.

We had everything from: shape hunting around the house and turning our findings into a form of art; den building focusing on measurements and angles; baking buns, specifically looking into measurements and ratios; planning our own day trips out whilst budgeting effectively with money and so much more.

It was excellent to see so many superb examples from the children, many of which can be seen on our twitter feed so please take a look [@bramley_park](#).

A huge thank you to all children who took part in National Numeracy Day 2020.

A special thank you needs to go to the amazing dedication of our staff team at BPA who work tirelessly every single day to bring the very best level of education they can to our pupils during these difficult times.

Bramley Park Academy Retweeted
Miss Brady @MissBrady20 · 13 May
How many things can you find around the house that display the time? Make a list, take pictures and try to learn to tell the time! Our record at the moment is 13... Ready, set, go time hunting! #NationalNumeracyDay
@bramley_park

Bramley Park Academy Retweeted
Miss J @MissJ2019 · 13 May
I set the children a crossword to answer today and Olivia sent one she had made for us to do! I hope I have got the answers right Olivia! #NationalNumeracyDay
@bramley_park @MandyHrintc

Bramley Park Academy Retweeted
becki Waring @beckicaines1983 · 13 May
Toby-Jack doing his maths challenge this morning. Task was to make 3 different paper aeroplanes and measure the distance they fly. The winning aeroplane flew 33.19 inches our tape measure was not long enough.
@bramley_park @Monster_munch01



Glowing Ofsted report for Cleethorpes school rescued from closure

Published in The Grimsby Telegraph

12 May 2020

Beacon Academy was rated as good in all areas of the inspection.

Proud staff and students have celebrated a glowing Ofsted report at a Cleethorpes academy rescued from potential closure barely three years ago.

Inspectors judged Beacon Academy 'good' in all four inspection categories after a two-day visit. The report's publication was delayed until today by Ofsted because of the coronavirus pandemic. The report praised the Cleethorpes academy as "welcoming and inclusive" with a "high degree of respect and tolerance". Teachers have "high expectations of what pupils can achieve", students enjoy lessons and are "excited about the new opportunities at the school".

Head teacher Jason Thurley was delighted by the report. "We have come a long way since joining Wellspring Academy Trust and becoming Beacon Academy in September 2017," he said. "I would like to thank the Wellspring Academy Trust and governors who have showed a lot of faith in the staff and students and this Ofsted report is reward for everyone involved in growing the academy. I'm also grateful to the team here and parents for their support."

"Today we have more than double the numbers in 2017 with the report recognising its popularity among parents. Years 7 and 8 are full and we are over-subscribed for our new intake in September. As a result, we have further increased numbers of teaching staff and expanded the curriculum still further."



Head teacher Jason Thurley (right) and chair of governors George Krawiec celebrate the Ofsted report.

He was particularly pleased the report recognised pupils' achievements in maths and English with lessons planned carefully and where work is demanding.

Teachers think carefully about the order in which topics are studied, quickly notice if pupils have gaps in their understanding and go over what they have learnt previously. Inspectors say "leaders are encouraging more pupils to follow an academic curriculum".

Among other highlights, the Ofsted report says:

- ✓ Pupils feel safe and secure... because staff know them well.
- ✓ Pupils say behaviour is good and there is very little bullying.
- ✓ Parents are very clear in their support for the school and mention the pastoral care and support as a strength.
- ✓ Pupils are learning well because they show enthusiasm and because behaviour in lessons is good.
- ✓ Activities at lunchtime and after school help to develop pupils' wider interests and their social and cultural development.
- ✓ Pupils with special educational needs and / or disabilities achieve well and are carefully looked after.
- ✓ Pupils receive good independent careers advice.
- ✓ The headteacher, governors and trust leaders have a clear set of shared values and ambition.
- ✓ Pupils say there is a very wide range of extra-curricular activities to choose from.



- ✓ Staff enjoy working at the school and feel well supported.
- ✓ The trust has been effective in supporting the school through a period of rapid growth and change.

Chair of governors George Krawiec, involved in the efforts to keep the academy open three years ago, said: "I'm absolutely delighted."

"The report reflects the progress that has been made under the excellent leadership of Jason Thurley. He has led a superb team effort that has been well supported by Wellspring Academy Trust. "We look to grow ever stronger in the future, benefitting our students and staff."

The Chief Executive Officer of Wellspring Academy Trust Mark Wilson said: The Headteacher, Governors, and Trust had a compelling shared vision for the future at Beacon right from the outset.

"We knew what was possible and backed one another to make it so. "I am delighted for all stakeholders at Beacon that Ofsted have now given its endorsement for the many wonderful things that we've known have been going on since Day One."

"This is another fabulous testament to Jason, his hardworking team and the brilliant students at the school."

Chris Jessup, Director of Learning for the Wellspring Academy Trust said: "I am absolutely delighted that the unique and inclusive education offered by Beacon Academy has been recognised in this report."



"I would like to thank the Wellspring Academy Trust and governors who have showed a lot of faith in the staff and students and this Ofsted report is reward for everyone involved in growing the academy." Jason Thurley

Our Journey into Online Learning

By Kirsty Greenwood
Bramley Park Academy



The new era of online learning is upon us and what a fast paced, exciting journey it has been for the staff and families at Bramley Park Academy.

From day one, the whole staff team has shown determination and passion to get our children learning online. They have taken on CPD to complete their Google Level One in preparation for the world we now face. While undertaking the training, staff have used their new skills to create not only an online classroom but a new learning portal on our school website.



A Magical Holiday in Year 3

The second offering has seen each year group creating vibrant, creative and stimulating classrooms that mirror our daily routine in school.

The first step was to offer a webpage catered for each year group; including games, videos and activities that families could access while staff prepared lessons.

Lamb news

MESSAGE!

Reports coming in of the Loch Ness Monster being seen in the Loch.

Barnaby, Bear said he saw the Loch Ness Monster appear from the huge, deep, freshwater Loch in the Highlands of Scotland.

Barnaby described the monster as having a huge face, big eyes and very fierce teeth.



Report by Mr Lamb

Newspaper reports in Year 1

alive through a range of quizzes and practical tasks.

Our support staff have been invaluable with their ability to encourage and guide parents through Google Classroom; giving weekly welfare calls to offer love, support and praise.

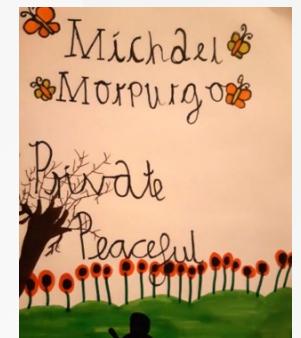


Creating nature frames on Powerpoint in Year 2

Staff have approached this with the passion they always show in day to day teaching and the results have been mind-blowing. Children have been accessing the learning daily and chatting to school friends as well as staff. As a school we have created a range of inspiring lessons from PE videos with our sports coach to keeping our Early Bird Maths

They have also supported teaching staff, giving out merits and certificates for the brilliant work we have received.

As well as the wonderful work the children have produced, feedback from parents has made the journey worthwhile, with one of our parent governors saying, "We would like to pass our thanks to the staff, the Google classroom learning has been brilliant and we're so impressed at how much creative and engaging work is being put up every day and the dedication of the staff at this time. It is a difficult time for everyone and the support from school has been fantastic."



Artwork from Year 6

The SLT could not be prouder with how the whole school has come together to ensure our children are accessing learning and keeping our school community going.



Recognising our Hidden Heroes



Thank you to all our hidden heroes for flying the #Teamspirit of Sodexo and Wellspring Academy Trust.

What's Happening...

- ✓ Supporting Key Workers' children in schools
- ✓ Our heroes have worked over the Easter period to cover the service needs and are working within our 'Three Safety Checks'.
- ✓ Pizza making at Springwell Barnsley with Melissa
- ✓ 'Cakes for Staff' at Springwell Leeds South with Lisa
- ✓ Hub Kitchen from Beacon Academy to Lincolnshire sites - Becky, Julie and Toni
- ✓ Picnic Day at Ebor Gardens, Leeds, with Gill and Merrill

External Heroes

- ✓ Theresa Mathews from Wellspring Spalding changed her job role to a "Scrubber". The local group have so far made over 3,000 sets of scrubs, bags & hats for the NHS.
- ✓ Tracy Devenney is currently working as a NHS volunteer delivering food and medication.



What really matters

By Chris Jessup

The current crisis brings with it - as all crises do - a high level of uncertainty for leaders. Have decisions been made too slowly or too soon? When and how do schools attempt to return to anything like 'normal'? How will schools be measured for effectiveness in the future?

But out of every crisis, come opportunities. Opportunities to reset values and reevaluate what is important. Above all, to think and to choose how we as educators see the world. It is a time to consider carefully what really matters. A confident, self-improving, ethical profession that has assurance, inclusivity and creativity at its heart is an opportunity afforded to us during this time. It is one we must grasp with both hands.

The clichéd shorthand view of schools and teachers - 13 week holidays a year, in at just before nine, off at half three - has forever been buried by the Covid-19 crisis.

Schools have been reestablished at the heart and soul of their communities. Teachers are essential workers in every sense and have an enormous amount of respect and goodwill from parents and colleagues in social care as a result of their actions.

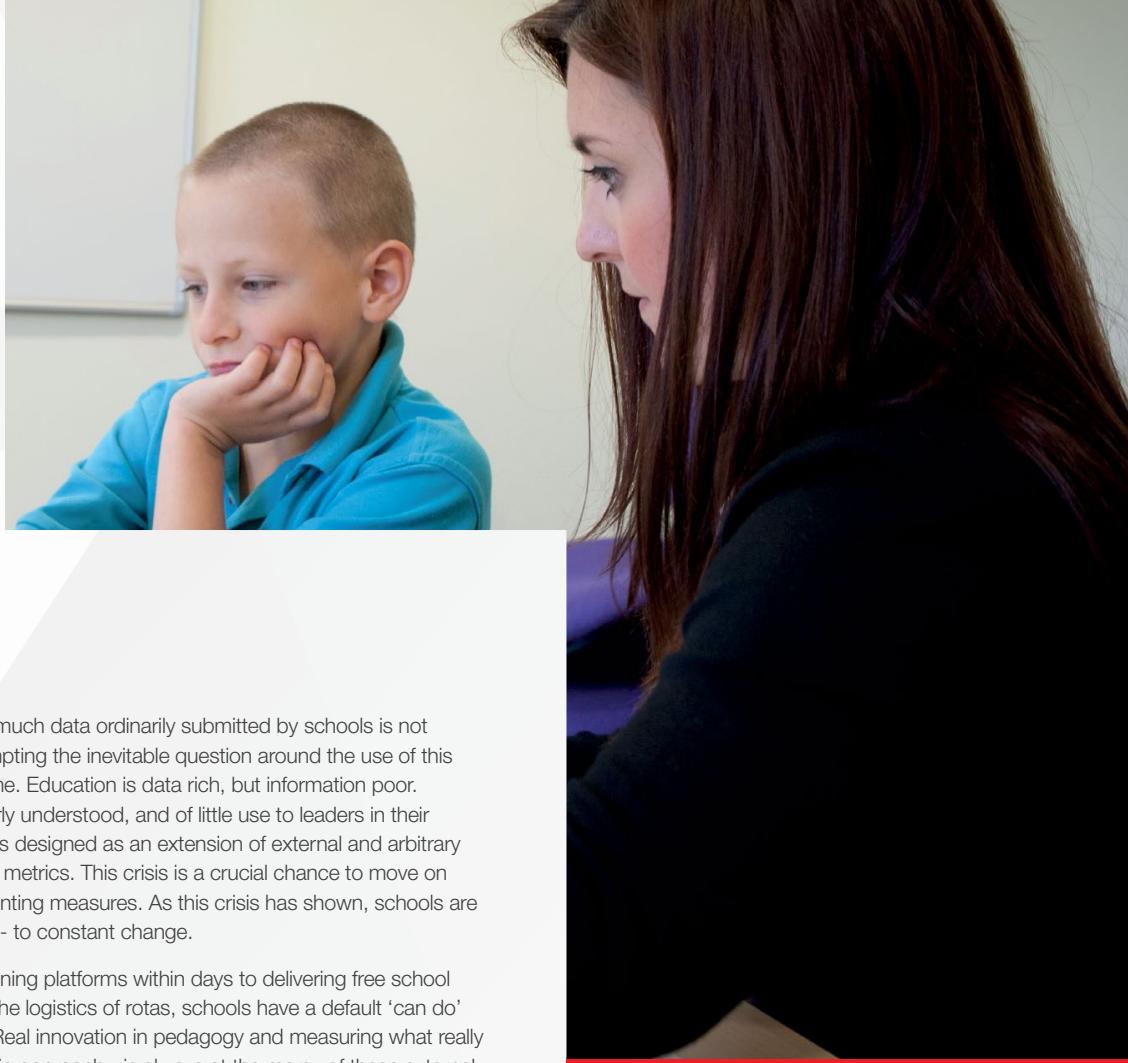
Once the Covid-19 pandemic is over, we will no longer applaud on Thursdays. The previous order will try to reassert itself through Inspection frameworks (more important than ever according to Ofsted), accountability regimes based on flawed testing and a presumption towards a style of curriculum and delivery of said curriculum based on a model that is - to say the least - contentious.

The DfE has decreed that much data ordinarily submitted by schools is not required at this time - prompting the inevitable question around the use of this information at any other time. Education is data rich, but information poor. The data is unreliable, poorly understood, and of little use to leaders in their overall decision making. It is designed as an extension of external and arbitrary performance management metrics. This crisis is a crucial chance to move on beyond these crude accounting measures. As this crisis has shown, schools are very good - and very used - to constant change.

From organising online learning platforms within days to delivering free school meal vouchers, to sorting the logistics of rotas, schools have a default 'can do' attitude to short termism. Real innovation in pedagogy and measuring what really matters - a transformation in approach - is always at the mercy of these external pressures and short term world views.

By connecting confident, skilled and ethical leaders together and providing them with the expertise required to inform their thinking, we can use the opportunity provided by this crisis to truly create an education system with care and compassion, beauty and inspiration at its heart.

We have communities on our side. We have had the opportunity to think deeply around a post-Covid curriculum and the pedagogy required to deliver it. We have networks of operational excellence supporting our leaders. Above all, what is needed now is the confidence to say that this is what we stand for. This is what is important for our children and the communities we serve. We cannot afford to let this crisis result in a return to the status quo. We need manifestos of change and the leaders to deliver.



We have communities on our side. We have had the opportunity to think deeply around a post-Covid curriculum and the pedagogy required to deliver it.

We are still Teachers!

Laura Reader, Springwell Leeds Academy



Whilst we move through these challenging and unusual times in education, we are all learning to work in new and inventive ways. We may not all be in the school, but we are still Teachers, and here at Springwell Leeds, our passion for Teaching and Learning continues to grow.

To celebrate the huge contribution made by all staff and to keep teaching and learning high profile, we continue to share our new termly Teaching and Learning Bulletin. Our Virtual Learning Team have reported that they feel well supported and many are thriving, committing time and energy to their own development through online CPD, bespoke videos made by our Leaders and dipping into our staff CPD library, to which we have just added another thirty titles.



If anything on our bulletin is of interest and you would like more information, please contact Laura Reader at L.reader@springwellacademy.leeds.org

Things We've Tried...

Our staff have been getting involved in bits and pieces of CPD during lockdown. If you like the sound of these, get in touch with people for more details.

Ashley T has been doing a six week psychology and mental health course on Future Learn, exploring the nature nurture debate around mental health and discussing the effect of ACEs and their impact on adult life.

Laura has found Naylor's Natter podcast – lots of different education topics, especially around teaching and learning, leadership and the science behind learning.

Ron has shared a great website called Coursera, which has a whole host of training available, lots of which is free.



Fab Follows

Fab Follows... @wellspringWell1 (the wellbeing arm of Wellspring!) @oaknational @huntingenglish @deputygrocott. Get more involved on Twitter and grow your followers by using the hashtag #FFBWednesday – every Wednesday, thousands of educators use the hashtag to widen their online communities.



Thank you to every single one of you – your efforts are immense and make a difference

Staff Teaching and Learning Shout Outs

Kelly – in her first month back and she is already engaging with students, making high quality tailored resources for her class and checking in with a personal letter. Welcome back, Kelly!

Justine and Nikki C have both recently completed courses started prior to lockdown, which they have undertaken in their own time and will be massively beneficial to our students and other colleagues – well done!

Hayley – working with students in school, setting work for the virtual school, leading English and even finding time to support colleagues by making a CPD video – thank you!

CPD Videos

Even though our working patterns are anything but normal, there are still opportunities out there for us to grow and develop! If you need any help, please just get in touch.

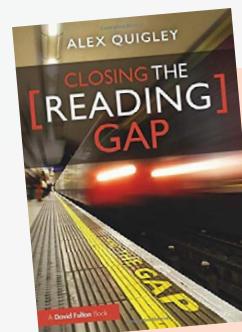
Teams CPD – check out the videos made to support colleagues in some key aspects of learning which will be beneficial to practice when we return to normal.

These include:

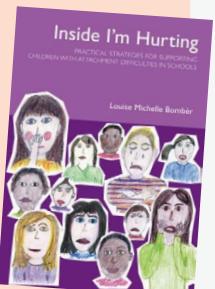
- ✓ An Introduction to Phonics
- ✓ Theraplay – why we do what we do
- ✓ Teaching Reading at Springwell
- ✓ Sensory therapy
- ✓ How to teach (and not to teach) Maths
- ✓ Google Science app



This book is amazing! It works through the history of reading, then the science and finally the classroom implications. Understanding how children learn to read can greatly increase our impact in the classroom.



A guide to attachment difficulties, which functions as a classroom handbook. From recognising attachment styles to adapting practice to suit, this is a brilliant read for anyone in SEMH. It is school specific and is an easy read.



If you want a book, let me know – I have plenty to lend out.

'[This is how we teach reading at Springwell!](#)' – we have launched our new reading teaching strategy, which is a Springwell-friendly version of reciprocal reading. Staff model key comprehension skills, which children learn to do themselves over time – predicting, questioning, clarifying and summarising. Children and staff work together to jointly construct the meaning of a text. More training to follow, but in the meantime, have a look at the video on Teams, as reading will be our key academic focus next year.

Astro-Tots Arrive at Bramley

By Kirsty Greenwood
Bramley Park Academy



The Spring term saw the start of our new parent and toddler group at Bramley Park Academy known as Astro-Tots. It is an exciting and new venture which is bringing together the youngest members of our community and welcoming them into our school.



The weekly sessions surround the popular, '50 Things to do Before You're Five' initiative developed by Birth to 19. Each session gives parents and children the chance to learn a new skill and allows them to take home ideas and experiences that they can use together as a family.

The first session was a successful morning with 8 families joining the fun in our Getting to Know You theme. Lots of fun was had and new friends made. We also had a family sign up for a place for September.



The second theme was 'bubbles' and all the children had a pop-tastic time blowing bubbles, bathing babies and dancing to music with our bubble machine.

We cannot wait to see this group grow and flourish.



Each session gives parents and children the chance to learn a new skill and allows them to take home ideas and experiences that they can use together as a family.

Isolation and the Importance of Teamness

By Chris Jessup

The current situation has harshly exposed the level of support available to leaders in schools across the country. Decisions are being made that affect the lives of children, families and communities.



Expectations are being placed on leaders that many have neither the experience nor structure to feel comfortable in dealing with alone. This is a time where the assurance that comes from operational expertise - along with insurance via professional networks - can provide a roadmap into a post-Covid world. There is a huge opportunity and need for a 'team around the leader' that enables him/her to make decisions with confidence, clarity and confidence.

Leaders in schools already knew how challenged social services, Local Authorities and social care teams were before the pandemic, and how many children and families were getting through periods of real need without the opportunity for deep seated support to be put in place. Schools more often than not picked up the support, triaged interventions and went over and above in order to fulfil not only their statutory but their moral duty of care. Covid-19 has exacerbated these challenges to breaking point. There are many leaders around the country who now operate in a sense of heightened anxiety with the full range of matters they are responsible for laid bare before them - who is responsible for the Free School Meals vouchers? What about transition arrangements? Are any restructures in staffing to be placed on pause - and what effect does this have for staffing and budgets? What expectations should there be for staff not in school currently? Where can I access quality CPD? What are the cleaning arrangements? How do I provide learning for families with limited access to online resources? And so on...

Leadership always has the potential to be a lonely place. This period of crisis and uncertainty has highlighted just how crucial 'teamness' is as a

concept - the ability to talk, debate, challenge and question ideas and process with like-minded fellow travellers and system experts. Having the support of an operational 'team of teams' and knowing they have the professional expertise to inform decision making is an enormous strength. It provides clarity of thinking along with interrogation of options which leaders require. Leaders unable to access this teamness remain at a serious disadvantage now and in the future - anyone who believes post-Covid society and education will revert to how it once was must surely be in denial.

Operational excellence as standard is a clear and achievable goal for Wellspring Academy Trust. Recruiting and retaining experts in positions of influence, applying clear metrics around expectations and ensuring over-communication to make these clear and transparent to all is the blueprint. It provides on the ground assurance and high level strategic feedback across the system to identify challenges and opportunities. Throughout all levels of the organisation, a clear ethical communication stream reinforces the culture. We operate as a 'community of communities' and no leader or decision maker is left in isolation.

No school is an island - standing alone has never been a sustainable option. Sustainability gives assurance and insurance against uncertain times. New ways of communicating and of working are being harnessed to add capacity to established networks. It is in times of greatest challenge that we test our assumptions and our processes. These are testing times for all school leaders. For leaders at Wellspring, operational expertise supporting ethical decision making enables them to act with confidence in the best interests of the communities they serve.

A Digital Future: Using Google Sites to Support Handwriting

By Lois Jowett
The Forest Academy



When I was first presented with the idea of building a Google Site for handwriting, I was both excited by the challenge but also unsure of how to bring what is traditionally a 'pen and paper' skill to life using a digital platform.

Not only was I wondering how the logistics would work (both modelling and filming the letter formation), but I wasn't entirely sure how Google Sites actually worked as I had never done this before.

During this unprecedented time of school closures, we have all had to adapt to finding new ways of delivering our curriculum through online learning platforms. As a school, we were keen to find new ways to support both parents and children, through online learning, with some of our key curriculum areas. One of the things we discussed was the creation of a bank of resources that would allow children to be able to continue regular handwriting practice at home. Research supports the thinking that handwriting involves both complex motor and cognitive skills, contributing to improvements in both reading and spelling.

We also wanted to ensure that we were creating a resource that could be used well into the future to support children's handwriting development and also support staff new to the scheme with their modelling and teaching of handwriting. With this in mind, and being the handwriting fanatic that I am, I set about the task of creating a Google Site that would support handwriting development through the use of short video clips.

After countless different angles with a tripod, and even roping my husband in to help me find the perfect spot in the light, I was thankfully introduced to a neat little app called "Explain Everything". In using this app, I was able to record the letter strokes alongside the patter from the Debbie Hepplewhite scheme, which would become the foundation of the handwriting videos. The app enabled me to create a clear image of each letter as it was being formed in a way that the tripod just wouldn't allow. The videos needed to be simple so that anyone (parent, child or teacher) could pick them up and use them easily. By keeping them short, they were accessible and could be incorporated into smaller chunks of learning.

Next came the task of building the site, something I had zero experience in! My goal really was to create something professional, smart and user-friendly. Google doesn't make this too tricky.

However, the restrictions offered some notes of frustration, but it was no doubt fairly simple to use and create. The letters were organised into categories already, by the scheme, and so the pages of the site were born from this.

Please view our site -
<https://sites.google.com/theforest-academy.co.uk/the-forest-academy-handwriting/home>

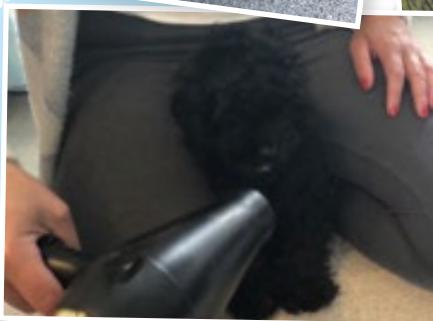
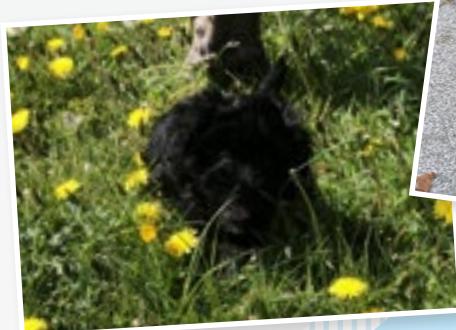


Following the first collaborative review, we discussed usability for the parents and children and decided to add buttons to the home page so that letters could be found quickly and easily without the requirement to know what "type" of letter it was. Once we were happy with the site and its layout, we were able to add the link to our Google Classrooms.

Whilst we may have started this journey due to the current lockdown, a significant part of our rationale for this project came from wanting a resource that could be used both at home and in the classroom going forwards. This resource is not just to support our families during this lockdown, but instead, to support them and our teachers well into the future with the teaching and practice of handwriting.

We are excited for this to be the first in a number of Google Sites projects which can be used by both learners and teachers for many years to come.

A letter from Hamish to Bramley Children



To all of my wonderful new friends at BPA,

I am Hamish and I will be your new therapy dog at school. I am a Cavapoo, which is a mixed breed of Cavalier King Charles Spaniel and Poodle. We are known for being outgoing, playful, and curious. Us cavapoo pups inherit some of the best traits from both of our parents. This is why I will be an excellent friend for you all at BPA.

I was ten weeks old on Thursday 21st May, I am a little late with my vaccinations due to the other germs at the moment, but I can't wait to meet you all for exciting walks around the school grounds.

I have grown lots since I arrived at Miss Green's house - Dylan is helping to take care of me by feeding me yummy biscuits three times a day. As I am only a puppy, I need these to be softened to help me eat them. On a night I sleep in a puppy cage, which helps me to know when to go to the toilet. I am doing a great job with this and am nearly doing all of my toilet trips in the garden.

Last week I went to school for the first time, I really loved jumping in the dandelions! This made me very tired though, so I needed a nap in Mrs Hrintchuk's classroom.



I have also started my training to help everyone read, I know we are going to have lots of fun... I am great company and give the best cuddles!

Today I have had a bath and blow dry, so I am all clean and ready for school tomorrow - I can't wait to see Mr Wingfield and Miss Brown. Miss Marnick is one of my new best friends too :)

Maybe you can do some research about how to look after me when we hopefully get back to school sometime soon. Email your ideas to your class teacher, who will send onto Miss Green. Keep looking at our twitter page [@bramley_park](#) for lots of updates.

I can't wait to meet you all very, very soon.

Lots of love
Hamish



Whole School SEND

By Dave Mills
Sevenhills & Phoenix Park Academies



Making a Difference
Phoenix Park Academy



You may recall two pieces from previous Wellspring newsletters where I outlined my involvement in work undertaken by Whole School SEND and NASEN on behalf of the Department for Education to produce two documents regarding Inclusion and SENCo deployment; both close to my heart and something that I think will resonate with Wellspring colleagues. Well, after a lot of long trips to meetings in London and seemingly endless drafting, those resources have finally been published and I wanted to share them with you.

The first details guidance for **Effective SENCo Deployment** and its aim is to “help line managers of SENCOs feel confident that leadership of SEND is well-supported, purposeful and progressive; and, ultimately enhance educational outcomes and personal developments of children and young people with SEND.”

Its blurb says “This guide has been designed for SENCos and their line managers. It covers how key operational and strategic elements of role can be structured and enacted, and offers frameworks for determining areas of priority to develop.”

The second is a resource for **Demonstrating Inclusion** and its ambition is to “allow leaders at all levels to be able to convincingly ‘tell the story’ of SEND provision in their individual settings and, by working collaboratively with colleagues, to understand and demonstrate inclusion.”

Its blurb states “This guide can be used by Senior Leadership Teams to consider inclusion within their setting, and explores how inclusion is communicated through policies, enacted in practice and experienced by stakeholders. Each section can be taken alone, or all five combined together. This guide has been designed with self-reflection in mind, but can also be used as part of a professional dialogue across settings.”

I hope that you find them useful and thought provoking.



Both can be found on the NASEN SEND Gateway here:
<https://www.sendgateway.org.uk/whole-school-send/find-wss-resources.html>



DEMONSTRATING INCLUSION TOOL
Every Leader is a Leader of SEND
A collaborative tool to enable all leaders to understand and demonstrate inclusion in their settings



EFFECTIVE SENCO DEPLOYMENT
A guide for the SENCOs and their line managers



Cleethorpes school creates PPE for frontline NHS workers

Published in The Grimsby Telegraph

5 May 2020

Beacon Academy has been making protective equipment for NHS staff.

A Cleethorpes school has created protective face masks for frontline NHS workers to use while treating the coronavirus.

Beacon Academy has put its engineering department to good use during the Covid-19 lockdown, with some of its teachers using it to make personal protection equipment for the NHS. Using its 3-D printers, the school has made more than 130 protective face masks which will be donated to the health service and local care homes.

The project has been led by assistant head teacher and lead engineering teacher, Lizzie Davies. Headteacher Jason Thurley said that he was "really proud" of the efforts by the team, who were more than happy to do their bit in fighting the deadly coronavirus.

He said: "Forty complete face shields have been produced from existing supplies for local care homes and pharmacies.

"A further 90 have been supplied to a regional supply centre to be assembled. This is a fantastic effort by the department and is part of the huge community effort to combat the disease. Our engineering team enjoy huge success with students in regional and national competitions.

"It is great to see them use their skills to support the work of the NHS."

Mrs Davies said the supply and manufacture was being coordinated by the Design and Technology Association along with the Royal Society and Royal Academy of Engineering. She said: "Design and Technology departments in schools nationally have joined the effort to manufacture personal protective equipment (PPE) to frontline staff in hospitals and care homes.



Assistant Headteacher Lizzy Davies wearing one of the masks.

Staff at Havenmere Complex Needs Nursing Home in Immingham, using face shields made at Beacon Academy.



"It's an example of how design and technology and associated industries can adapt quickly and flexibly to user needs."

The teachers' good work has been praised by Cleethorpes MP Martin Vickers, who said that if communities come together we will be able to beat this deadly virus.

He said: "I was delighted to hear from the Academy about its contribution to meet the demand for protective equipment. Everyone connected with the school deserves credit and our thanks for their efforts. If we continue to follow the Government guidance and pull together as a community, we can defeat this awful virus."



"Design and Technology departments in schools nationally have joined the effort to manufacture personal protective equipment (PPE) to frontline staff in hospitals and care homes." Lizzy Davies

Bramley Park In Lockdown

By Lynn Dove
Bramley Park Academy



What unprecedented times we are living in at the moment! Here at Bramley Park Academy this a snapshot of what we have all achieved to support our families in our local community over these difficult weeks;

- ✓ Our teaching assistants are making twice weekly welfare calls to all pupils with the pastoral team making daily calls to all the vulnerable families and EHCP children.
- ✓ The pastoral team and the office staff created a working document for all staff to access which allocated staff to children, and listed contact details. Staff were asked to record their conversations onto CPOMS, where the DSLs could monitor and evaluate whether any further home visits or referrals to outside agencies needed to take place. There are constant lines of communication open with multiple agencies including Bramley Cluster, CSWS, BARCA and other school provisions.
- ✓ Before Easter, teachers had been extremely busy setting up Google classrooms for all our children to access. Now our pupils are accessing learning online. Google classroom is the provision we provide for home learning. Staff at school have worked incredibly hard to populate these daily with some fantastic resources, tasks and activities for our learners.
- ✓ Support Staff are marking work online and communicating with pupils who might be struggling with their learning online or who might just want to have a chat with a member of staff.
- ✓ Our office staff have been amazing coordinating the dispersal of FSM electronic vouchers, offering online advice to parents and answering the enquiry line.
- ✓ Furthermore, we have been able to source some additional funding from the Greggs Foundation to support our most vulnerable families in the community. From this funding, we have been able to support 25 families (the equivalent of 60 children) food parcels that have been delivered throughout the course of the lockdown so far.
- ✓ Pastoral staff have also arranged for 21 food and hygiene parcels to date to be delivered to 15 families via Zarach Charity. Parents and carers have been overwhelmed with the help and support of all the staff at school.



Believe, Persevere, Achieve

The Grove Academy

By John Warren, Headteacher
The Grove Academy

Mention Harrogate and most people tend to think of an affluent, historic spa town, full of genteel buildings and grand open spaces, surrounded by lush countryside.

Others might think of it as the home to Slingsby Gin, Yorkshire Tea or Betty's posh tea rooms. Almost no-one associates Harrogate with social problems or deprivation. Yet here you'll find the latest addition to the Wellspring Trust family – the Grove Academy, formerly the Harrogate Pupil Referral Unit.

The Grove Academy has been looking after vulnerable young people – from those excluded from school with social and emotional difficulties, to those who are experiencing mental health difficulties – for twenty years and is proud of its enviable record of success.

The Grove works hard to inspire its young people to believe they can turn their lives around. Currently, the school has 32 excluded KS3 and 4 pupils on its roll and given the local demand could treble that number if facilities allowed. Although originally designed to be a short term intervention, the Grove has increasingly become a long stay school with around two-thirds of its pupils having been at the school for 2-3 years. The school offers a varied academic and vocational curriculum; which emphasises a therapeutic and nurturing approach to learning that places great emphasis on personal development, creativity and a love of the natural world.

The school has a thriving arts scene with inspirational teachers using painting, sculpture, textiles and a range of crafts to promote self-reflection and personal growth in children who have

often experienced traumatic early years' experiences. Similarly, the therapeutic value of being in the natural world is an integral part of the Grove's culture. Despite being located in a cramped 1960's nuclear bunker – yes, the urban legend is true – our young people enjoy a wide range of outdoor experiences, including hiking, camping, mountain biking, sailing, rock climbing and orienteering.

The school has always been committed to reconnecting its young people with their community and has forged strong local links. For example, the school runs land-based studies courses in conjunction with the local conservation group; the Grove's young people work alongside volunteers to help preserve the beauty of Nidd Gorge, whilst also learning more about ecology, local wildlife and bush-craft.

Popular wisdom says never work with children and animals, yet the Grove takes the risk with both to help further develop the individual's sense of connection to a wider society. The centre has close links with the local primary school, where Year 11 students often work with small groups of young children, often leading them on outdoor education visits. The school also works collaboratively with a local stable where KS4 students can work with horses, often helping to take disabled children riding. The experience of looking after animals or young children is part of the Grove's commitment to helping its young people develop as more broad-minded and compassionate human beings who can give back to the community that has helped them.

Thanks to its dedicated staff and a strong nurturing ethos, the Grove has retained an 'outstanding'



The school has always been committed to reconnecting its young people with their community and has forged strong local links.

judgement over four Ofsted inspections, most recently in 2015 and 2019. The school has striven to maintain its culture of excellence despite much turbulence in recent years which has seen successive budget cuts, the loss of half its staff and the closing of one of its sites, despite ever growing demand for its services from local schools.

The final blow came last year with a 75% budget cut. Despite a passionate campaign by staff that drew national attention and widespread community support, the Grove was due to close at Christmas 2019. However, at the eleventh hour, the Wellspring Trust came to our rescue and agreed to sponsor the Academy.

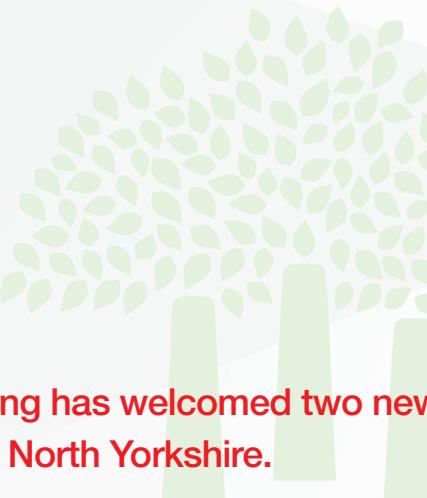
Thus, on the 1st April 2020, the Grove formally became a Wellspring School.

Although painful choices and changes still lie ahead, there is now real hope of a better future for the school and the community it serves. As we tell our students, the past does not have to define your future. Already extensive refurbishment plans are well-advanced, which will transform the centre into a modern and attractive learning environment. Joining Wellspring has not only saved the school, but has allowed the school to become part of a learning community of like minds and shared values.

Hopefully, this article has given you a glimpse of what makes the Grove special. If you are ever in Harrogate, you are welcome to pop in, see what we do and take a tour of the bunker. Whilst we can't offer you a gin, we might treat you to a strong Yorkshire cuppa and a fat rascal!

Schools join Wellspring Trust

Published in The Harrogate Advertiser
14 May 2020



Multi academy trust Wellspring has welcomed two new schools to its growing roster and strengthened its presence in North Yorkshire.

Multi academy trust Wellspring has welcomed two new schools to its growing roster and strengthened its presence in North Yorkshire.

The Forest School in Knaresborough, for children with special needs, and The Grove Academy in Harrogate take the total number of schools managed by the Barnsley-based trust to 25.

The Grove Academy is an alternative provision secondary school, offering education to pupils across the Harrogate region who are unable to access mainstream education for a variety of reasons.

Mark Wilson, CEO of Wellspring Academy Trust, said: "We're really pleased to be able to welcome these two schools to the Wellspring family."



The Forest School
Every Child, Every Chance

"As a trust with vast experience in managing special and alternative provision, we are confident that we can offer both schools highly effective support and ensure their pupils receive the very best education in their specialist areas.

"Our approach as a trust is one of inclusivity and acceptance, and the schools can look forward to working with a team driven by the fundamental aim of giving all children an inspirational and compassionate school experience where they can reach their potential.

"Hitting the milestone of 25 schools is a key moment for Wellspring and testament to our successes in supporting some of the most vulnerable children and young people." Wellspring is a multi academy trust that operates primary, secondary, special and alternative provision across Yorkshire and Lincolnshire.

The Grove Academy

"We're really pleased to be able to welcome these two schools to the Wellspring family."

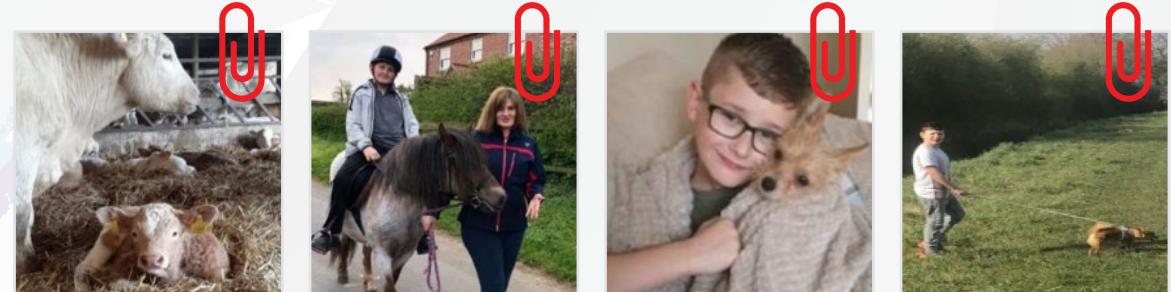
Mark Wilson

Home Learning Brilliance

By Sarah Lewis
Springwell Alternative Academy Mablethorpe



Brogan has welcomed new chickens (Joey and Carole) into his home and has been looking after them well. He is hoping for an egg-citing delivery soon! Arthur has nurtured two lambs onto the farm. He built a shelter for them using wood working tools and materials. He has been the main care giver and has thoroughly relished the responsibility of feeding them every four hours. He has also welcomed a new foal onto his farm- and has enjoyed riding his pony around the village. Jaidan and Caden have been taking care of their best four-legged friends and have appreciated the extra time to take long walks in the countryside.



Springwell Alternative Academy Mablethorpe are proud of all the home learning their students have been engaging in. They have found the time to complete their home learning whilst learning many new skills for life.

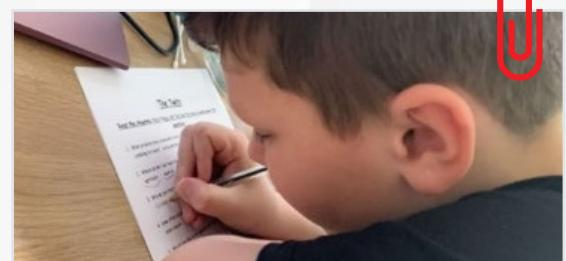
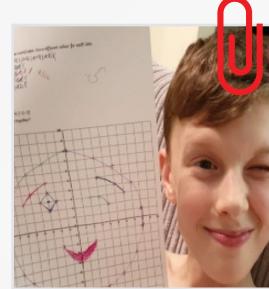
The students have shown a great amount of resilience during these challenging times. We have enjoyed receiving all of the baking pictures linked to their current topic Scrumdiddlyumptious!



Many of the students took the time to reflect and celebrate VE day. Olivia enjoyed a British themed buffet with her family. Whilst Arthur placed a British flag next to his lambs to mark the occasion. He baked a range of tasty cakes for locals in the village to enjoy. Caden celebrated with an afternoon tea. Lots of family time was enjoyed by all.



Kayden, Marshall, Tyler and Stephen have been working hard on their home learning packs and have enjoyed outdoor activities in the garden. We love hearing all their stories about keeping fit and healthy too- something we are reflecting on during Mental Health Awareness week!



Supporting Wellbeing at LaceyField



We know that wellbeing supports learning and learning supports wellbeing. We are by no means done!

We will continue to promote mental health and wellbeing by saturating every aspect of our curriculum and academy life.

#StayWellTogether



Supporting Wellbeing at LaceyField

Our Why: A shared belief that happy staff leads to happy children and a happy whole school community; a ripple effect. Our mission is to be 'busy being brilliant'. This mission was developed by the whole staff team; a done with, not done to culture. We achieve our mission using our 6 'bee-haviours'. These values are our DNA, they run through everything that we do for our staff, children and families. The hive is our symbol of unity, giving everyone a sense of belonging.

Connectedness:
We recognise the importance of staying connected, especially during these difficult times. We don't want anyone to ever feel alone! We regularly communicate with our LaceyField family via closed social media groups, Google meets, online quizzes, virtual staffrooms and our staff micro-teams.

Active Bodies:
We encourage our staff to find ways that make them feel happy and stay well - ways which are right for them. We believe that wellbeing is finding the right balance between pleasure and purpose. Whether this means participating in a yoga class, joining 'Wellspring Runners' or taking time out for a walk.

The little things:
Wellbeing isn't just a bolt-on at LaceyField, it is at the heart of all that we do. A simple thank you card, staff shout out, regular clear communications and time for staff to do what they need to do have goes a long way! We want our staff to feel valued, part of our LaceyField family and maintain a good work-life balance.

What's next?
We know that wellbeing supports learning and learning supports wellbeing. We are by no means done! We will continue to promote mental health and wellbeing by saturating every aspect of our curriculum and academy life.

Be Grateful
Since lockdown began, we have been incredibly grateful for the kindness, positivity and compassion shown by everyone in our LaceyField family and wider Wellspring community. The children and staff have been taking time to share what they are most grateful for during these difficult times.

Active Minds:
We support our staff with a comprehensive training offer which utilises the expert skills of our own staff and additional platforms, such as ConnectED. Staff have been able to also request additional external CPD and books to enrich their knowledge. Let's nourish to flourish!

Everyone is a wellbeing champion..
Authentic care and compassion from all our staff and to all our staff is palpable. Here at LaceyField, we are incredibly lucky to work with a community of children, families and staff who every day provide rainbows in the storm and stars in the darkness.

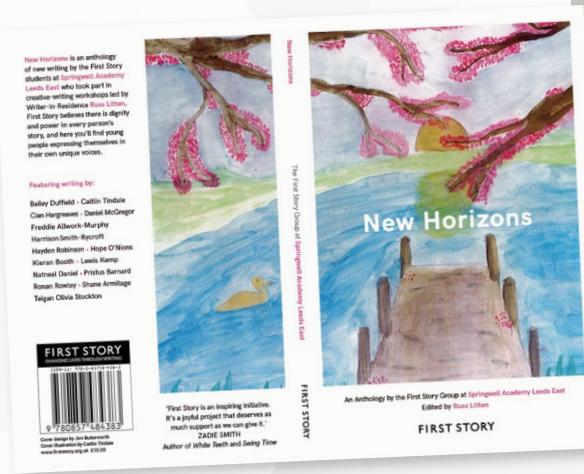
#StayWellTogether

WELSPRING ACADEMY TRUST
We Make A Difference

#StayConnected

New Horizons

By Emma Dodsworth
Springwell Leeds East



At Springwell Leeds East Academy we are weeks away from publishing our third anthology. We have found that the process of writing for the anthology is now a highlight of the year for many of our pupils and this work has been one of our greatest success stories since opening the school just under three years ago.

We could not be more proud of our young writers and I will let Lisa Thompson-Gwede, our Subject Leader for English and Russ Litten, our author in residence tell you more about the journey we have been on.

How do you encourage teenagers who have writing, to write? I had theories on this, and I read others' theories and slowly writing scantily started to adorn the pages of our students' exercise books.

However, to say that my students loved writing certainly wasn't the case, and that was my goal. I wanted my students to enjoy writing so they would want to do it more. I then read this:

First Story is working towards a society that encourages and supports young people from all backgrounds to write creatively, for pleasure... We believe there is dignity and power in being able to tell your own story, and that writing can transform lives. Our flagship programme places professional writers into schools, where they work intensively with students and teachers to develop confidence and ability.

This was it! I couldn't agree more!

I immediately wrote to First Story and within a very short time they had placed the perfect writer with us. Russ Litten, a published author of several books, began to work alongside us. His equable, approachable manner and solid

belief that everyone has a story to tell, did exactly what First Story promoted; it 'dignified' our students' voices. Students began to believe that despite often troubled relationships with education, their stories mattered.

They mattered. Reading their efforts aloud, and sometimes instilling the confidence for them to read themselves, began to fill up chasms of low confidence and negative self-belief, with worthiness and 'modest' pride.

Students joining us from other provisions, who had reached Year 10 but still struggled with Phonics, began to write with support.



....continued



Some in Year 11, who habitually ripped work up in frustration, began to develop a different mindset. Others, with horrendous tales of early childhood trauma, slowly began to unravel details of their lives, expressing their experiences in writing for the first time. One girl acknowledged the cathartic effect of finally telling her story for herself. Her experience wasn't told through the eyes of a carer or a social worker, it was being told, finally, by herself.

Students began to realise that their work didn't have to be perfect. It just had to be their own, each word symbolising a record of achievement and a step closer to academic success.

Lisa Thompson-Gwede



The problem with trying to "teach" creative writing is that nobody really knows how to do it, and the same can often be said for life. The best you can do is try to provide a safe and supportive environment and trust gut instinct to lead you to wherever you need to be. This was very much the approach I decided to employ when working with the young writers of Springwell Leeds East. I didn't know anything about these kids other than they had, for one reason or another, been excluded from mainstream education. This, in many ways, is a positive thing for a writer. The life of an artist often begins on the fringes of society. Where better to set out from than a road less travelled?

The great thing about creative writing, of course, is that you cannot get it wrong. So when the young people of Springwell emptied their heads onto paper they received nothing but praise and encouragement.

One thing I always tell the young people I work with is "if you don't write your story, someone else will." These

writers were well aware of how they could be viewed and the things that were often written about them. Sometimes this self-awareness resulted in work that was lurid and grotesque, sometimes shocking in its adult nature. But scratch beneath the surface of these extremities and you find a yearning for a life better lived. Generally speaking, we all want the same things - love, warmth, acceptance, a safe place to exist. I hope the young writers of Springwell Leeds East found those things within the worlds created by their work.

Russ Litten

'New Horizons' is our third anthology and will be published in July, and at this strange period of uncertainty due to the current Covid19 pandemic, we hope it will remind students of their accomplishments this year but further instil future aspirations on the 'horizon'.



John Muir Award

By John Gilliard

Springwell Leeds Academy



As part of the enhanced home learning offer at Springwell Leeds North, a group of over 20 students are being supported to complete the John Muir conservation award by completing projects at home and in their community.

The award encourages young people to explore the environment around them and take some practical action to help conserve it.

For the first part of their award, students have had some compost, a planter and bedding plants delivered with their home learning packs. As their plants grow and flower, students will take pictures and record changes in their plants and any wildlife that they see.

This has been a great way to engage students while they are working from home, encouraging them to get outdoors in a safe way. The structured nature of the activities means it offers a way for children to work productively with other members of their family, on a purposeful and meaningful project. The award supports the development of many SEMH skills such as building self-awareness, confidence, and key skills for learning. These skills will be useful in helping students manage the transition back to school, as well as being able to continue their award work in the school setting.

Future parts of the award will include students making bird feeders and a bug hotel. The award is a great way for students to actively engage in conservation and increase their awareness of their local environment as well as being an excellent way to help support mental health and wellbeing.

The John Muir award forms part of the wider outdoor curriculum in at Springwell Leeds, which also includes the Duke of Edinburgh award.



The school has always been committed to reconnecting its young people with their community and has forged strong local links.

New Ways of Learning

By Laura Reader

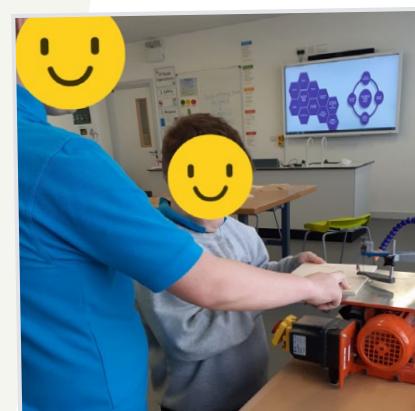
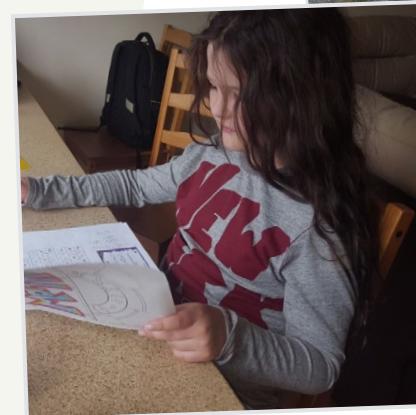
Springwell Academy Leeds



Our students at all three sites have been working hard over recent weeks, whether that be in school or at home.

Our recent survey shows that a massive 75% of students regularly engage with work at home, which is something we are really proud of.

Regulation activities have also proven popular, and some families are even trying out Theraplay-style games in the home. Students on site are working hard on their social distancing and have adapted well to the new way of working.



Despite the distance, we are still connected and the relationships which are so vital to our students continue to grow and strengthen, thanks to the tireless dedication of staff making welfare calls.

Wellbeing at Springwell

By Rochelle Scott
Springwell Leeds North



It's been challenging times since we were asked to leave our safe haven of Springwell Leeds and work from home. For many of us this did not feel right as we went into this profession to work directly with children. This in effect caused lots of anxieties for staff, so we did what we do best at Springwell North and put actions and support in place.

Apart from the weekly emails from the Principal, we use Microsoft Teams as our main line of communication. We encourage each other to share successes, communication is clear and consistent and staff are clear about work expectations and support available for managing a work/wellbeing balance.

We also use this platform to share our daily affirmations and timetable of social events available to staff, which include art sessions, cookery lessons, quizzes and exercise. We also communicate through there the Trust's Wellbeing offer and resources provided at the Wellbeing Champions Network meetings.



Throw a piece of paper in the bin in the most spectacular fashion. (Paper aeroplane - Rachel Hardwick)



Show your appreciation for the Taskmaster. (Mark Atkins' interpretive dance)



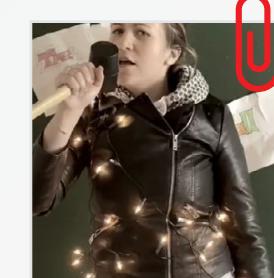
Research a country that starts with the first letter of your first name. Convince me to go there. (Laura Jackson - Lora the explorer)



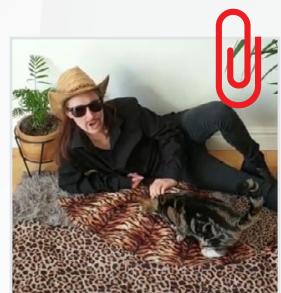
Create a moment of sporting glory in your kitchen. (Amy Hawkins' re-telling of the story of the Jamaican Bobsleigh team)



Build the highest tower. Highest tower wins. (Danielle Dobek creating a tower as high as her house!)



Review a famous TV programme/film without naming any characters or saying what it is. (Amy Hawkins' 'Tiger King')



Recreate a momentous event from history. (Alice Holroyd's destruction of the Berlin Wall and subsequent performance from David Hasselhoff)

Grace Nominated for Inspirational Mentor Award

By Lucy Donald
Oakwell Rise Academy



Grace received an email from the Sheffield Hallam University stating she has been nominated for the Inspirational Mentor Award.

At the Sheffield Institute of Education, trainees complete evaluations at the end of their placements where they are given the opportunity to nominate a mentor for an Inspirational Mentor Award if they so wish, and to comment on how this person has been influential to their training.

Grace was nominated by Shannon Stephens who she has helped to mentor through her teacher training at Oakwell Rise. Shannon said: "Over my time at school on BA3 placement, Grace has made me feel extremely welcome into school and made my experience on placement much better than I could ever have imagined my last placement to be. Throughout my time at Oakwell Rise, Grace has been nothing but supportive from day 1 and always had my best interests and wishes at the heart of everything that she allowed me to do within Year 5.

"This has been my best placement throughout my time at SHU and even though I was put through my paces and been challenged to the best of my abilities I feel as though each hurdle

I came across allowed me to grow in confidence and pride in myself that I couldn't possibly not nominate her for this award. I just want to take this opportunity to show my appreciation and to thank not only Grace but the whole Oakwell Rise team as they all (especially the KS2 team) made me feel the most welcome and I couldn't have got this far without them there to support me in my final placement. I would nominate the whole team if I could!"

All nominations will be forwarded to a panel of senior academic colleagues and the winners will be invited to the prize giving event of this year's Graduation Ceremony at Sheffield City Hall.

The Inspirational Mentor Awards provide the University's Initial Teacher Education Partnership with a wonderful opportunity to acknowledge the remarkable contribution mentors make to the progress of students on placement.



**Congratulations
on your nomination
Grace, it is an
amazing
achievement!**

Governance during Covid-19

By Karen Froggatt, Chief Governance Officer

Like all of us, our Directors and Governing Body members had to ‘hit the ground running’ in order to adapt to using virtual communications when the lockdown struck.



Comfort zones were very definitely stepped outside – and that’s just me! Thankfully the work undertaken by Jonny Wathen and his team late last year in establishing virtual meeting hubs and introducing us all to the world of Google helped enormously. Directors’ and Governors’ online access to meeting documentation was already well-established (thankfully), which was a great help.

The Spring 2 round of Governing Body meetings coincided with the start of the lockdown and were impacted, though School Leaders and Governors were actively communicating with each other by other means from the outset. The regular and detailed updates from Academies and the Trust has been extremely beneficial in keeping Governors and Directors up to speed with developments, enabling them to gain assurance and insight during this unprecedented time.

Meetings of the Trust Board, Board Committees and less formal governance-related meetings have continued as planned, which has enabled workplans to be adhered to – not least in respect of key areas of work such as the production of budgets, the development of the Trust’s ‘Vision 2025’ Strategic Plan and an extensive review of governance policies and practices, as a key part of the review of the Trust’s Schemes of Delegation which define ‘who does what’ within the Trust.

Everyone has pulled together to ensure that governance has been as much like ‘business as usual’ as possible. New Governors have been appointed to a number of Governing Bodies, induction sessions have taken place, finances have been subject to their usual scrutiny and various approvals have been gained, avoiding any operational delays.

There’s been even greater focus on risk assessment than is already the case, including the development of a Covid-19 Strategic Impact Analysis and the Trust’s Audit Committee having ‘catch-up’ meetings every couple of weeks.

Though our Directors and Governors (like employees) are clearly subject to the external ‘noise’, confusion and competing challenges of recent weeks, they have much

appreciated the calm, confident approach by the Trust and our Academies. They clearly have important roles to fulfill within the Trust and need to be aware of and involved in what’s happening – whether in respect of safeguarding, educational provision during lockdown and next steps now that attention has turned to pupils starting to return to schools. They also want to seek assurance re the welfare of staff (and leaders) and to ‘do the right thing’ for the benefit of all.

I very much hope that colleagues’ experience of governance has been positive. There are some extremely strong and mutually supportive relationships between (eg) School Leaders and Governors – particularly Governing Body Chairs – who give considerable time and commitment to their extremely valuable role. Everyone wants the best for the young people in our care and for colleagues – especially those ‘on the front line’.

Governance throughout the Trust needs to be informed, resilient and provide assurance to the Trust Board and Executive Management. Risks clearly need to be assessed and monitored / mitigated against. While trusting professional management to undertake such assessments, Directors and Governors should test their robustness.

Directors and Governors will understandably be seeking assurance of a range of factors, including the quality of communication with staff and parents/carers. They are advocates for the Trust and Academies and need to be confident, assured and able to fulfill their duty of care.

They will show their support for the Trust and Academies in a proportionate fashion, supporting Senior Leaders without adding to the immense pressure of the current situation. I believe that this is what we’ve been experiencing and hope you agree...

In addition to our Governors and Directors being assured by the calm and confident approach that’s permeated throughout the Trust and Academies during the last few weeks, I believe that our support for each other and our collective commitment to ‘One Wellspring’ and our values – with the welfare of our young people being at the heart of all our decision-making - has been particularly evident, further demonstrating our commitment to doing the right thing...

Mental Health Awareness Week

By Dom Fenner

Mental Health Awareness week was 18-24 May 2020. The theme was kindness.

As an organisation we recognise that positive mental health is crucial to wellbeing of our students, staff and wider community. This is especially important during the Covid-19 pandemic, which made many of us feel anxious and isolated.

One act of kindness can often lead to more. Not only does it help support others mental health and creates a sense of belonging that reduces isolation, helping others can also benefit our own mental health and wellbeing. The beautiful thing about kindness is that it is contagious, and all need it now more than ever. Be kind to yourself and those around you.

Together we are stronger.



13 Phoenix Park Academy Retweeted
Mr. J. Blades 🌈 @MrJBladesPPA · 4h

Thursday is here and the sun is shining brightly out of my window. Today I will be delivering sessions at school whilst Mrs Mac continues virtual learning from 10am. Great to see the increase of positive engagement. Remember to share a little brightness with someone today!

19. Make a donation to charity
20. Lend your ear—listen a friend who is finding things hard
21. Smile at everyone you see during your daily exercise
22. Bake something for friends/family
23. Praise your friends and family for their achievements
24. Tidy up in your local community

Here are today's activities for you 😊 - sometimes it is good to write down the things that are making you feel rubbish. Once you have done that, try setting yourself a goal to achieve over the next week.

@WellspringAT
#StayWellTogether

This #MentalHealthAwarenessWeek2020 we need to remember to be #kind online as well. Some excellent ideas here from the wonderful people @natonlinesafety #WakeUpWednesday #WeMakeADifference

Kindness, like a smile should be contagious. During the current situation, we have learnt there is support, hope and kindness – please let it continue.

#OneWellspring #MentalHealthAwareness #Kindness



KINDNESS
IS
CONTAGIOUS



Be kind to yourself and those around you. Together we are stronger.

The Wellspring Twitter Community...

....continued

Springwell Grantham @SAA_Grantham · 4 May
Primary 2 @SAA_Grantham have created some interesting object rainbows in support of our amazing #NHS #keyworkers 🌈

Springwell Grantham @SAA_Grantham · 8 May
#VEDay2020 celebrations #proud

Mrs B Y7 SpringwellLC @cbritton34700 · 1 May
A great end to a great week. Food tasting, treasure hunt and sensory circuit in the Sprts Hall. Well done pupils and staff. Have a restful week end.
@springwellLC #wemakeadifference

Springwell Leeds Academy @Springwell_Lds · 1 May
Joined by 50 staff today at our first whole school south briefing . What a family 😊

Springwell Grantham @SAA_Grantham · 18 May
KS4 B @SAA_Grantham loving life in the virtual classroom #thankyou🎉
#supportfromparents 😊

Springwell Lincoln @SAA_Lincoln · 12 May
Great to see colleagues from our settings involved with this
#WeMakeADifference

Jacob Lawton @je_lawton · 12 May
Thankyou to colleagues from across the trust for joining the
@WellspringAT Behaviour Network Meeting this afternoon an
unbelievable turnout, looking forward to the continuing development of
the group moving forwards #network #onewellspring #behaviour

Joseph Norton @JosephNorton001 · 7 May
A sentiment shared across the Trust. #wemakeadifference

Springwell @springwellLC · 7 May
We miss you! Click the link to see a little message from #TeamSpringwell to all of our brilliant students. #WeAreAllInThisTogether #StaySafe ❤️

Littlecoates Academy @LPAcademy16 · 1 May
Today we have been finding out all about guinea pigs. We then made our own 'mini-guinea'. Aren't they cute?

Springwell Grantham @SAA_Grantham · 12 May
#WeAreAllInThisTogether