

Wellspring Newsletter

November 2020

Mark Wilson's Message

Mark Wilson, CEO



WELLSPRING
ACADEMY TRUST

We Make A Difference



Welcome to the November Newsletter.

Our newsletter is designed to keep you up to date and to celebrate as many of the brilliant things that are happening in our schools as we can. Not featured? Make sure we know about what you're doing.

Outdoor education at Joseph Norton, amazing colourful playground plans, Jackson Pollock in Mablethorpe, meeting the Local MP at Littlecoates, sensory breaks in Lincoln, biking in Bramley and much more... our newsletter showcases what a vibrant and creative community we are... one that is meeting the challenges of COVID-19 head-on with courage, integrity, imagination and optimism. This is who we are.

Our newsletter continues to be the most powerful expression of the energy and vitality of our organisation – because it is about our children and it is about you. Never underestimate the importance of the work you do either for now or for the future work of our society.

You make a difference.

Our newsletter showcases what a vibrant and creative community we are.

Our Academies on Twitter



Beacon Humanities @BeaconHums · 4 Nov
Year 8s loved today's lesson creating the water cycle in a bag! Excellent engagement and understanding from all!



1 3 16

Elements Primary @ElementsSchool · 5 Nov
WOW Week Day 4! Year 2 worked brilliantly together building the Houses of Parliament and doing a science experiment to make the best "explosion" as part of their learning about Guy Fawkes! #collaboration #creative #wowweek



7

Littlecoates Academy @LPAcademy16 · 13 Nov
The Nursery children have helped @thebodycoach with the last ten minutes of his 24 hour P.E challenge to raise money for @BBCIN !! Well done everyone!! #Littlecoatesnursery #ChildrenInNeed #joewicks #PEwithjoe



2 9

Phoenix Park Academy @PhoenixPark · 17 Nov
Multi Trade pupils today full engaged in their tasks! All making personal products and presents with the festive season fast approaching! 🎄 some fantastic gifts being produced 📺 #thisisAP



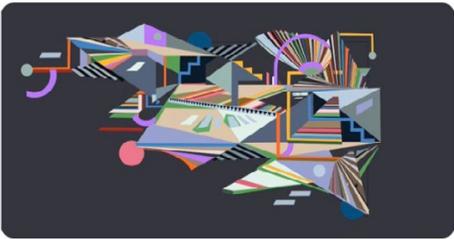
9 19

Amy Spivey @AmySpivey16 · 17h
We had an amazing Anti Bullying Now Press Play experience in Year 6 today. Following the immersive workshop, the children's vocabulary and empathy blew me away ❤️❤️❤️❤️ @CarrieG19353333 even joined us for the fun 🌍🌍🌍



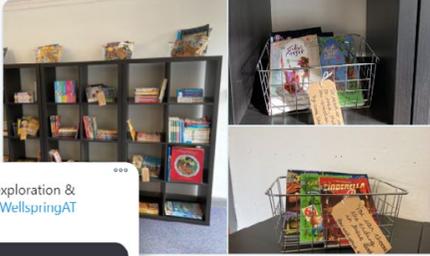
2 4

Greenacre School @GreenacreSchool · 13 Nov
Designing magical outdoor spaces which enable play, exploration & creativity. Thinking outside the box #WATconference @WellspringAT #WeMakeADifference #Vision2025



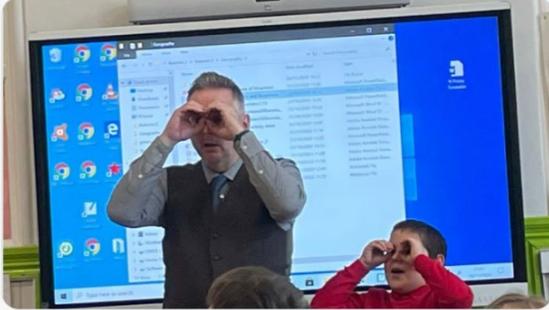
7 17

LaceyField English @LaceyFieldEng · 10 Nov
A sneak peek at our Ks2 library. #becurious #begrateful



2 7

Oakwell Rise Primary @oakwell_rise · 12 Nov
Here's a great snap shot of the fun @HYWEL_ROBERTS !



1 1 12

Oakhill Primary Academy @Oakhill_Primary · 11 Nov
Even the youngest children showed their respect today at 11am. They have really enjoyed learning about why and how we remember the soldiers and animals that gave their lives during the wars ❤️



1 2

Joseph Norton @JosephNorton001 · 13 Nov
When your topic is Explorers, a den in the school woods is a must! #outdoorlearning



3 10

HYWEL ROBERTS @HYWEL_ROBERTS · 10 Nov
I worked alongside great teachers @oakwell_rise today. I'm really proud of the #curriculum work we're doing. It's having a real impact on the children and the adults. I feel we're doing important stuff. Ran out of characters to explain this 😊



1 1 12



...continued

Sevenhills Academy @Sevenhills_ · 18 Nov

@Sevenhills_ will wipe off your feet with this enterprise event. Abbey Hill designing a fun filled 'Total Wipeout Day' at Craven Park. This event is a winner with the crowds #GEW2020 #GEWHull @HullsEnterprise

2 10

Springwell Leeds South Primary @springwell_4 · 18 Nov

How smart do we look in our new Premier League Primary Stars football kit? @premierleague ⚽ Fantastic coaching from Leeds United! It really is a highlight of our week!

3 13

Springwell Mablethorpe (S.A.A.M) @SpringwellMabl2 · 12 Nov

Primary have been exploring Jackson Pollock artwork in enrichment. They looked at how different movements and brushes form different patterns. They have also used different colours to express their mood. #ThisIsAP #wemakeadifference

9

Springwell Grantham @SAA_Grantham · 13 Nov

What a day in Primary @SAA_Grantham! We made Pudsey badges&biscuits. Wrote kindness notes to put in kindness bags to give to Primary 2. We read 'Have You Filled a Bucket Today?' & pupils shared compliments 🍷 KS4 joined in the fun showing their artistic talents 🎨 #ChildrenInNeed

2 23

Dan Morris @Dan_Morris91 · 6 Nov

Some great stuff happening in Class 5 this week.

2 16

Springwell Alternative Academy @SAA_Spalding · 18 Nov

Once they had got all of the specimens indoors, the children started to examine them and try to work out what they could be made from. They also tried to work out how the spacecraft may have looked before it crashed!

1

The Forest Academy @ForestAcademy_ · 13 Nov

Children In Need 2020!!

7

Springwell Harrogate @SpringwellHarr1 · 10 Nov

Wellbeing week continues at Springwell Harrogate with Mr Kitson holding a session of Yoga with year 11 #yoga #wellspring #Wellbeing #ouchmyspine

4

Springwell Lincoln @SAA_Lincoln · 9 Nov

P1 were welcomed in for the Springwell Spa treatment today! #WeMakeADifference

1 3 15

The Forest School @HIForestSchool · 15 Nov

Year 10 Arts and Crafts movement inspired metal embossing and enamelled work! Miss Morgan is very proud of the care and effort put into these.

2 4

£1.6m Boost for Yorkshire and North Lincolnshire Schools

Featured in the Yorkshire Post 11 November 2020

A multi academy trust has revealed it has invested more than £1.6m in improving learning environments for children across Yorkshire and North Lincolnshire.



Wellspring Academy Trust, headquartered in Barnsley, completed major projects on seven separate sites over the last six months, with most of the work taking place over the summer.

Projects comprised a £420,000 investment at Beacon Academy in Cleethorpes, including the transformation of science labs and classrooms, a £250,000 major refurbishment at Springwell Harrogate and an £85,000 new playground and immersive learning space at Bramley Park Academy in Leeds.

Mark Wilson, Chief Executive at Wellspring, said: "Our children deserve the very best environments in which to learn, and our staff deserve inspiring places in which to teach. This considerable investment is part of an ongoing commitment on the part of Wellspring to ensure that all our schools are safe, stimulating and fit for the future.

"With 25 schools now part of the Wellspring community, ensuring they are all kept up to date and vibrant, exciting spaces is no small task.

However, the estates team at Wellspring work exceptionally hard and are continually planning to ensure our schools are created for the long term and set the standard for teaching environments."

Shaun Kiernan, Head of Capital at Wellspring, added: "This was an ambitious programme of refurbishments and additions across the Wellspring estate, and showcases how important high-quality spaces are to the Trust. Whilst schools are so much more than the buildings, the right surroundings and facilities can make a huge difference to children's engagement and results. We're all really pleased with the part we've been able to play in supporting the fantastic education offered across the Trust."

Wellspring is a large multi-academy trust currently comprising 25 primary, secondary, special and alternative academies across Yorkshire and Greater Lincolnshire. The Trust has built eight new schools around the region and operates a number of non-profit and charitable enterprises all aimed at improving lives of young people.



MP's virtual visit

By Nigel Lowther
(on behalf of Littlecoates)



Fun was had by Littlecoates Primary Academy children while they raised money for the BBC's Children in Need. Their pyjama day raised £142.79, a great effort considering a third of the school was self-isolating.

Thank you to all who donated.

Elected school councillors at Littlecoates Primary Academy were given another vote of confidence - by their MP. The school held a ballot and two winning candidates from each year group were presented with distinctive red sweatshirts by Grimsby MP Lia Nici.

Lia attended virtually as part of UK Parliament Week, held annually to raise awareness among pupils of the nation's democratic processes. Principal Neville Wilkinson thanked Lia and was pleased she had suggested keeping in touch with the councillors on a regular basis.

"I was sorry the restrictions meant that I was not there in person, but I've agreed to have a catch up with the councillors every half term. Hopefully one day I will be able to meet them in person."

"We believe it's vital that children learn to become active citizens, who understand how to use their voice to improve their communities," he said.

The children explained why they stood for election. Laura said: "I wanted to be a pupil councillor because I like to help other people. I like planning events and I have good ideas." Zachary said he was "sensible, kind and caring, I want to make the school a better place."

"The elections in school are always keenly contested and the councillors take their responsibilities very seriously. We are very proud of all our children for playing their part as voters and candidates in the election and we wish our new councillors all the best in their terms of office. I'd like to thank Lia for presenting the sweaters and taking time to talk to the new councillors about being an MP."

Ruby, in Year 6, wanted to be a pupil councillor because she wanted to make it the best school possible. "I've never been a pupil councillor before so this was my last opportunity. I really wanted to become a pupil councillor so I can plan and organise some fun events."

Lia congratulated the successful pupil candidates. "It is terrific that they have seen democracy in action and are learning to value it at a young age.



(Top) Grimsby MP Lia Nici attends Littlecoates Primary virtually to make the presentation.

(Bottom) Winning candidates in their distinctive red sweatshirts.

Sensory Breaks at Springwell Lincoln

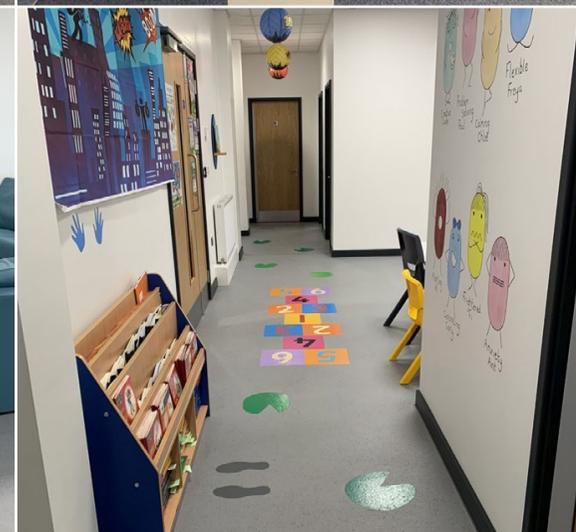
By Miriam Reynolds



Back in October, I posted some images on the school Twitter feed of our KS4 area where we had spent some time updating the walls and floor with activities that our students can use for sensory breaks.

We find that a number of our students require a break from seated learning activities, needing a sensory input to stay alert, on task and focussed and these are a great way to get the blood pumping again! Previously, for many of our KS4 students, the gym was the perfect way to do this but it's currently out of use due to our COVID risk assessment. As a school, we already have provision such as this in our Primary and KS3 areas, so we looked to replicate some of those ideas. **We were inundated with likes and retweets, the most common request being 'Where did you get them from?'** Sensory activities like these that are purchased commercially can run in to the thousands...

We found a way to do it much more cheaply but just as effectively using self-adhesive vinyl squares purchased from Amazon, a little bit of imagination and a lot of time, effort and teamwork! Many of the activities from commercial products can easily be replicated in this way and they are a great source of inspiration! Our students love using them: some like to work round it like a circuit, others have favourite activities that they specifically request. **There is a video on our Twitter Feed of the Copy Me activity in use too!**



If we have inspired you to create your own sensory break resources, please do tag us in your tweets – we'd love to see them!



Head Boy and Head Girl elections at Oakhill



OAKHILL
Primary Academy



Halloween 2020

We love to dress-up for Halloween at Oakhill and the children really go to great lengths with their costumes. After they had spent the day at school, they all had fun at the Halloween Zoom disco! All classes were given a pumpkin to take part in the carving competition too.



Introducing our Head Boy and Girl for 2020/21

Lucas - Head Boy Oakhill

Firstly, I would like to thank everyone for voting for me. Being head boy is a great job BUT it comes with HUGE responsibilities. Head boy includes a lot of roles. This is a once in a lifetime thing and I am so relieved I have been given this job. I will help anyone in need, do all my work and help Mrs McCarthy if needed. I want you all to know that I am available if you need to talk to me about anything. I have always wanted this job and am so thankful I got it.

Rosie - Head Girl Oakhill

I am so thrilled I was chosen to be head girl this year. This has been my dream since Year 3! Even though the job of being head girl looks fun, it is a big thing and a big responsibility. I am so relieved that you voted for me as I know I am the right girl for the job! I cannot wait to help you all and work with Mrs McCarthy to make people love coming to Oakhill even more than they already do.

The very prestigious annual Head Boy and Girl Elections were held at Oakhill, but this year things were a little different. 18 of our hopeful Y6 pupils prepared their speeches and had to deliver them to the whole school in a virtual assembly. We all know how hard it can be with a screen full of faces and a deadly silence as they listen and watch! The preparation of their speeches was superb, outlining why they should be head boy/girl, 3 words to describe themselves and their favourite subjects. The speeches were then delivered with such eloquence

and confidence. It was an extremely proud moment. A very difficult decision ensued for the voters and we definitely have some future candidates for Youth Parliament. The election was a huge success, and the children took the responsibility of voting very seriously. Once the votes were in and counted, we were really pleased to announce the winners. **Their first job was to help with the appointment of a 'Catch-up' tutor and now they are tasked with leading the School Council 2020.**



Children in Need – Oakhill raised £300 for this great charity. The children came to school dressed in non-uniform with something yellow. They all received a goody bag, hand delivered by a celebrity... Blush the Bear! The children had a fabulous day.

Bramley Balance Bikes

By Kate Lamb



Bramley Park Academy EYFS were lucky enough to be able to purchase ten balance bikes from Balance Ability.

We have noticed more and more children coming into our setting who are already beginning to use these at home as well as pedal bikes with or without stabilisers. As we only had trikes in Early Years we thought it would benefit our children hugely to have the opportunity to further enhance their physical skills.

Ten brand new bikes, helmets, a huge pack of resources and teaching support resulted in immense growth in enjoyment, confidence and perseverance in our first week. We are incredibly proud of our children and thoroughly enjoy watching them thrive having access to such amazing resources.



We are incredibly proud of our children and thoroughly enjoy watching them thrive having access to such amazing resources.

Playground Development

By Jill Bryant



We are really excited to have been awarded a grant by the Wooden Spoon Charitable Organisation at The Forest School.

It will enable us to redevelop the early years playground with replacement play equipment and surfacing. We made it through a local and national application process and are delighted to have this amazing opportunity to improve our school. We hope to have this completed during Easter 2021.



<https://www.facebook.com/forest.knaresborough/posts/709455663249722>



The Forest School

Every Child, Every Chance



The Forest School

Every Child, Every Chance

Calling all Co-op shoppers!

By Jill Bryant

We have been successful in our application to be supported by the local Co-op Community Fund. This means that for every £1 spent in a Co-op store we receive 2p, and this support will continue until October 2021.

You can log in or sign up using the Co-op app or by following the link: <https://membership.coop.co.uk/causes/44999> to help raise funds so we can develop our main play area.

It doesn't matter where in the country you shop, you can choose to support any cause. Thanks for your support, we really appreciate it!



The Importance of Teacher Development and Professional Learning - Great teachers help create great pupils.

By Katie Hartshorne

Twenty-first-century learning requires sophisticated forms of teaching to develop student competencies, such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective continuous professional development is essential to help teachers learn and refine the pedagogies required to teach these skills. Anyone working within education, has an unwritten commitment to their own development.

People should be 'active agents' of their own personal growth.

Learning should be at the centre of who we are as education professionals. The learning never stops. If we are to be seen as role models for our pupils, should we not be continuing to learn ourselves? So, why is accessing good quality professional development so important?

'An inspiring and informed teacher is the most important school-related factor influencing student achievement' (Easton, 2008 cited in Stoll et al 2012). In order for us to develop and flourish as individuals, to inspire our school communities, we need access to high quality professional learning that is relevant, bespoke to our needs, that is informative and empowering. This allows us as professionals to grow in confidence, self-esteem, be critical and have an opinion when asked to review or create new visions for our schools. **It should be driven by the individual, from a place of desire to improve our practices to be the best version of ourselves that we can be.**

Access to statutory CPD allows staff to keep up to date with current changes in educational policy, pedagogy and practices. It should meet the needs of the individual. It should attract and retain individuals within our Trust and create a feeling of support and value for our 'people'. It should allow professional dialogue to be honest and open, to share knowledge, to network and meet colleagues, as well as widen and develop knowledge, skills and understanding from within. It should support our career progression, allowing all staff to access continuous professional and personal development opportunities.

However, research has noted that many professional development initiatives appear ineffective in supporting changes in teachers' practices and student learning. How many of you can remember your last training experience, sat in a cold school hall with 20 colleagues, either after school or as part of a whole school inset day? What impact did that have on you, your practice, or your pupils, if any? Did you choose to go or not?

In my role as Trust teacher training and development lead, I recognise the challenges we all find ourselves in. Time, money, finding the energy, juggling family responsibilities. Balancing those scales can be very hard. But spending some time to think about yourself and what you want to achieve can be a powerful thing. It can re-energise you. Provide a new focus, a new challenge, even a new change in your career! That can be life changing. Start with the end in mind and think about what you want to become. What will enhance your current role? I have recently had the opportunity to engage with several new webinars @Bowdeneducation, attend virtual mentor and coaching training sessions @youthsporttrust, meet new people and make new connections. Those opportunities have inspired me to write this article.

Positive Regard provides a plethora of opportunities for all our people, to support you in your chosen career path. We have a wide range of experts from across our Trust schools and so many are generous in giving their time to support and lead on our development programmes. Whether you are a member of the support staff or a principal, the opportunities to access good quality training and advice is there, from the apprenticeship programmes, aspirant teacher (routes into teacher training and gaining QTS), induction of newly qualified teachers, to level 1 and 2 leadership. Our opportunities are wide and varied. We do listen to the needs of the school system and this year we have launched an informal virtual mentor programme for our early career teachers (RQTs), together with the new subject leaders' programme starting in January. Both are supported by our Expert Practitioners and Associate Principals. We have connections with many external partners from Universities, Colleges and training providers and can help support you in finding your next professional development opportunity. Get in touch and have a chat with one of the team.

Together we can make a difference.

More info can be found at
positiveregardtsa.co.uk

follow us on Twitter
[@PosRegardTSA](https://twitter.com/PosRegardTSA)

or email
events@positiveregardtsa.co.uk



Brave the Shave

Featured at: www.yourharrogate.co.uk



Staff at Knaresborough School to 'Brave the Shave' for new playground equipment.

Two members of staff at The Forest School in Knaresborough are set to 'Brave the Shave' in raise money for improvements at the school.

Michelle Czupcyck and Sarah Bennington will be shaving their heads as part of a fundraising campaign, as the school is currently in need of new playground equipment and to make their play area more accessible with paths and safety surfaces.

The Forest School, who support the learning of pupils with Special Educational Needs, are looking to replace old equipment and improve the gradient of the play area which makes it unsuitable for children with mobility issues.



Michelle and Sarah from The Forest School are all set to 'Brave the Shave'. Speaking about the campaign, SEN Advanced Teaching Assistant Sarah Bennington said: "Michelle and I wanted to raise money for the children, so between us both we came up with the 'Brave the Shave' campaign.

"The children in this school are amazing and seeing their faces when they have new playground equipment to play on is fantastic."

Speaking about her plans for after the shave, Sarah added: **"I can only speak for myself but I will be getting a lot of colourful hats to wear!"**



"The children in this school are amazing and seeing their faces when they have new playground equipment to play on is fantastic."



**Give as you Live®
Donate**

If you'd like to support Michelle and Sarah and donate towards their fundraising campaign for The Forest School, find the fundraising [page here](#).





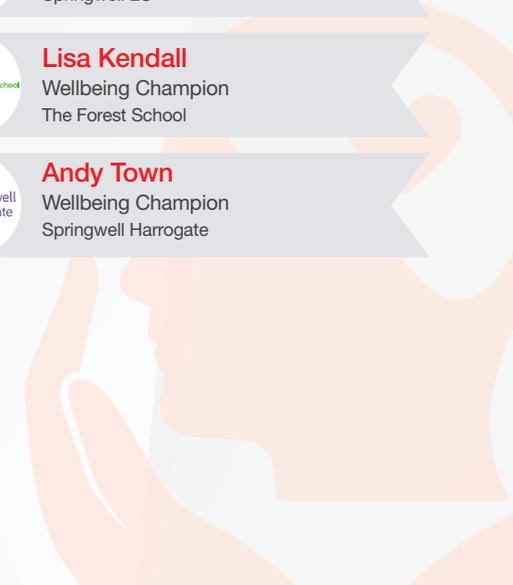
Wellspring Wellbeing



Our Wellbeing Champions

By Dom Fenner

| | | | |
|--|--|--|--|
|  Poula Hilditch Wellbeing Champion Beacon Academy |  Phil Lenthall-Green Wellbeing Champion Littlecoates Primary Academy |  Laura Turner Wellbeing Champion Springwell Lincolnshire (Mablethorpe) |  Sam Hodder Wellbeing Champion Wellspring Academy Trust |
|  Katherine Lamb Wellbeing Champion Bramley Park Academy |  Clare Bell Wellbeing Champion Oakhill Academy |  Alison Gordon Wellbeing Champion Springwell Lincolnshire (Lincoln) |  Katherine Heaton Wellbeing Champion Victoria Primary Academy |
|  Claire Bell Wellbeing Champion Bramley Park Academy |  Claire Faxon Wellbeing Champion Oakwell Rise Academy |  Georgia Law Wellbeing Champion The Forest Academy |  Jordan Vaughan Wellbeing Champion Springwell LC |
|  Charlotte Briggs Wellbeing Champion LaceyField |  Dave Mills Wellbeing Champion Sevenhills & Phoenix Park |  Emma Powell Wellbeing Champion Springwell Leeds (East) |  Abbie Maw Wellbeing Champion Springwell LC |
|  Jordan Bowden Wellbeing Champion Ebor Gardens Academy |  Rochelle Scott Wellbeing Champion Springwell Leeds (North) |  Shona Crichton Wellbeing Champion Springwell Leeds (East) |  Lisa Kendall Wellbeing Champion The Forest School |
|  Katie Grainger Wellbeing Champion Elements Primary School |  Craig Skirrow Wellbeing Champion Springwell Leeds (South) |  Michelle Sault Wellbeing Champion MindSpace/Wellspring Academy Trust |  Andy Town Wellbeing Champion Springwell Harrogate |
|  Julie Ripley Wellbeing Champion Greenacre School |  James Butterwood Wellbeing Champion Springwell Leeds (East) |  Julia Robinson Wellbeing Champion Wellspring Academy Trust | |
|  Kate Gaunt Wellbeing Champion Joseph Norton Academy |  Sarah Jones Wellbeing Champion Springwell Lincolnshire (Grantham/Spalding) |  Ash Lucas Wellbeing Champion Sevenhills & Phoenix Park | |





Wellspring Wellbeing



Get to know our Wellbeing Champions better...

By Dom Fenner



Katherine Heaton
Victoria Primary School



Q Why be a Wellbeing Champion?

A Wellbeing is at the heart of everything we do, from the wellbeing of the children, families and staff we all work with. Ensuring a whole team approach in this is important and empowering others to build on personal wellbeing / supporting each other and creating team where wellbeing is incorporated as part of the way we work and how we are is top priority. From a smile to a thank you everyone plays their part and building this ethos I feel is of vital importance.

Q How do you make a difference to staff wellbeing?

A By aiming to empower others to make a difference in their own and others wellbeing.

Q What's your favourite way of keeping yourself well?

A Exercising, running clears the mind and makes you feel great!

Q Describe yourself in three words...

A Approachable, smiley, considerate.



Rochelle Scott
Springwell Leeds



Q Why be a Wellbeing Champion?

A I decided to become a Wellbeing Champion as I felt there was a need to bridge the gap between the Employer and Employee, to improve the wellbeing and support the mental health of my colleagues. We work in a stressful and challenging environment, therefore the importance of promoting a good work life balance is imperative. Over time, I found that some of my colleagues were asking for support with work or home related issues; this stressed the importance and the impact working in this environment can have and how there was a need for a whole school approach.

Q How do you make a difference to staff wellbeing?

A It is fundamental that we have a good work life balance. Since taking on this role I have trained as a MHFA which has supported me on how I best work with colleagues, having a listening ear, being empathic, non-judgemental and gaining the knowledge to direct them to external agencies if they need that extra help. We are currently piloting the MHFA action plans. This is a support mechanism for early intervention in helping prevent a crisis before it happens, and this involves giving people your time, time to listen, time to support and time to act.

Q What's your favourite way of keeping yourself well?

A I keep myself well by keeping myself busy. I do Pilates and classes at the gym, attempt to play tennis, lots of long walks in the countryside, spend time with friends and family (in the olden days pre COVID!). I will happily admit it's not good for my mental health sitting doing nothing or having too much time on my hands!

Q Describe yourself in three words...

A Non-judgemental, Approachable, Supportive.



Georgia Law
The Forest Academy

Q Why be a Wellbeing Champion?

A As I am based in the office, I am already the lead for most school events. I love organising events and getting children involved in different activities so now being able to create, promote and run events for staff as well is a new aspect and I really enjoy it. I have good relationships with my colleagues throughout school and they feel comfortable communicating with me if there is anything they want/ need to.

Q How do you make a difference to staff wellbeing?

A I have created my own wellbeing board in the staffroom. This includes a weekly inspirational quote to inspire and motivate staff, I also do a weekly quiz riddle. I ask staff to guess the answer to the riddle on a piece of paper and place in the envelope. Every week I announce the winner and give them a prize. I also have 'staff shout outs'. If a staff member wants to thank another staff member for being kind, helpful etc they can fill out a shout out card and share it on the wellbeing board for people to read. This makes staff feel valued knowing their hard work is appreciated and known.

Q What's your favourite way of keeping yourself well?

A Family/ friends is a massive aspect of my wellbeing outside of the workplace. I surround myself with people I care about and who makes me happy. I also go on long walks on a night to keep fit and active which I think massively helps your mental health.

Q Describe yourself in three words...

A Ambitious, creative, and kind.



Wellspring Wellbeing



Staff Survey 2020

(30th November–18th December)

By Dom Fenner

Your voice matters! It will only take 5 minutes for you to contribute and your ongoing engagement and feedback is crucial to enabling positive change and further development of the wellbeing strategy across the Trust.

We value your voice! We value your wellbeing! Make a difference to all by participating in this survey!

Here are just some of the things we have put in place Trust-wide in response to last year's survey results:

- Adult Mental Health First Aiders** - Provision of Adult Mental Health First Aid training to total of 48 staff, Wellbeing Champions and Leaders across the organisation to better support staff wellbeing across our community of schools.
- Wellbeing Action Plans** - created in response to survey results to address areas of improvement, lead by Wellbeing Champions and supported by School Leaders.
- ConnectEd** – development of 'Health & Wellbeing' section on ConnectED platform which includes various tools/resources to enable staff to support their own wellbeing in the following areas: anger, anxiety, bereavement, low mood, self-esteem, sleep, stress and wellbeing.
- Confidential Counselling Service** - available to all staff across the Trust delivered through MindSpace.
- Wellbeing Initiatives** – development of school/central team specific and Trust-wide wellbeing initiatives (e.g. Tour de Wellspring, #CreateToBeKind)
- Wellbeing Newsletter Pages** - development of Wellspring Wellbeing pages in the Trust's monthly newsletter designed for celebrating wellbeing initiatives as well as sharing key information/resources available to staff.



Wellspring Wellbeing



#CreateToBeKind across Twitter

By Dom Fenner



nicola booth @nicolaboath · 22 Nov
 #CreateToBeKind #WellspringOne @MrsLamb2020 Me and Jack making Christmas tree decorations for his friends! Getting our crafting on! @bramley_park

1 1 5

Katie Grainger @KatieGrainger24 · 23 Nov
 Day 1 #createtobekind yummy treats for the staff room

1 8

SpringwellAcademySouth_orange @springwellacad3
 Massive thank you to Orange pod this morning! #CreateToBeKind

Michelle Phillips Tropic Skincare @Michellleptropic
 Positivity jars (to make hot chocolate ☺️) for an amazing team!
 #CreateToBeKind @ElementsSchool

#CreateToBeKind
 23-29th November 2020

Being creative and giving has a tremendous positive impact on our wellbeing and those we shower with kindness.
 #CreateToBeKind is a week long initiative designed to do just that:
 To continue simply:
 • Create: baking, drawing, painting, photography, creative writing, crafting, card making, snowglobes, digital design, etc...
 • Be Kind: gift your creation to another person, local community, charity of your choice, etc...
 • Share: your creation and/or who you gifted it to on Twitter using #CreateToBeKind
 Stick to issues? Why not create something with these themes in mind: Christmas, Wellbeing, Autumn, My favourite things. What is important to me, etc.



Mollie Gregory @MollieGregory15
 #createtobekind @bramley_park thank you @MissVinson2020 you are wonderful! 💕💕

Ann-Marie Oliver @AnnMW14 · 21 Nov
 #createtobekind #wellspring I wonder who I will gift these to Monday?

3 16

Springwell Leeds South Green @leeds_green · 23 Nov
 This week @SpringwellLds it is #createtobekind Green 3 aim to be as creative as possible for the people we love! We want our little bit of creativeness to bring lots of kindness, love and positivity!
 #spreadthekindness #semh #thankyoucards #wemakelearningfun #bekind

3 12

Springwell Mablethorpe (S.A.A.M) @SpringwellMabl2
 P3 intervention placement students have been busy making gifts for their home schools as part of our create to be kind week. These were greatly received.
 @WellspringWell1
 #createtobekind
 #wemakeadifference

Lisa Ashcroft-Day @LisaAshcroftDay
 Strawberry shortcake cupcakes for the amazing adults @SAA_Lincoln tomorrow #CreateToBeKind @WellspringWell1

Miss J @Missjam2019 · 22h
 Awww my friends are so lovely ❤️ I was slightly tempted to set the party popper off today... #createtobekind @bramley_park

1 6

Dom Fenner @dom_fenner · 20h
 Me and the boys are making Christmas cards for all of our neighbours #CreateToBeKind @WellspringAT @WellspringWell1

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Wellspring Wellbeing



Wellbeing at Oakwell Rise

By Claire Faxon

The beginning of a new year is always exciting; reuniting with our colleagues, all that shiny new stock, and all those gorgeous smiles ready to start a new year of learning. This year was no different in so many ways.

There was just the small matter of an ongoing global pandemic and beginning the new year following six months like no other we had ever experienced. As we all carried on with our 'new normal' the wellbeing of both the adults and children throughout school was most definitely at the forefront of our minds.

The '5 Steps to Wellbeing' as advocated by the NHS seemed a good place to start and from this we could establish what we could do at Oakwell Rise. The newly established Wellbeing Working Party, involving adults from across school, developed a plan that reflected what would be achievable and beneficial to all.

We decided to focus on one aspect of the Five Steps to Wellbeing each half term, with the hope that we could develop everyone's internal wellbeing toolkits when they needed to. We also felt that music is a great way to release endorphins, so the team voted for a 'team song' that we can sing for those great moments and the moments which may challenge us. The votes were in, and 'Don't Worry, Be Happy' was at the top of the list!

But of course, it was not just the adults we were conscious of - the wellbeing of all those bundles of energy in school was also a priority. The children were invited to join us as we began to look more at what could help our wellbeing. The children nominated their 'Wellbeing Warriors' from each class who could also work to promote the 5 Steps to Wellbeing.

'Taking Notice' was our starting point. We decided to launch our initiative on 'Feel Good Friday' where everyone was invited to wear something yellow and 'take notice' of each other. Posters were created and shared throughout school providing top tips for the children. The Wellbeing Warriors have then been invited to plan the next half term's focus, 'Give' where they can help organise a range of charitable activities for us all to participate in and then feel the personal benefits of what giving to others can give back to us.

It is hoped that by equipping ourselves with these strategies and taking the time to focus on our wellbeing it will lead to more happiness and better health of everyone in school.



OAKWELL RISE Primary Academy



Wellspring Wellbeing



Springwell Harrogate Wellbeing Festival

By Johnny Hall

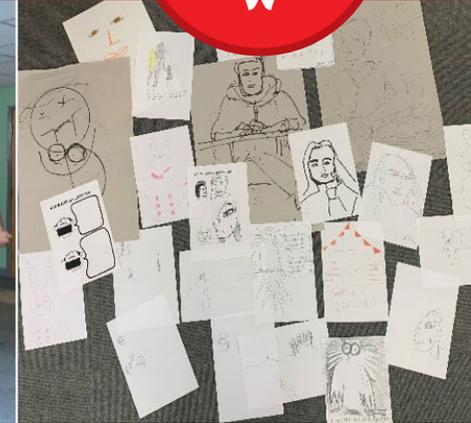


Springwell
Lincolnshire

November 9th-13th was Springwell Harrogate's Wellbeing Week for staff and pupils.

Hill walking, baking, fishing, yoga, Tai Chi, apple carving and slam art/poetry gave us the opportunity to reflect and become more engaged, with the need to care physically, mentally and emotionally for ourselves. This is especially true in these difficult times.

What a powerful week with some wonderfully reflective memories, art, photos and smiles. So many smiles. It was great.



Our Brave New Virtual World

By Lydia Harrison



As a careers lead in an SEMH specialist setting, I had given much thought to how I could support our pupils to have 'meaningful employer encounters' and experiences of different workplaces (as required by the Gatsby Benchmarks). Whilst I knew that such experiences would be invaluable, I also knew that for our pupils they would be daunting, challenging, and very possibly, negative.

So how could I bring those invaluable experiences and encounters to our pupils in a way that they could access? How could I take them to new places with new people, sights and sounds whilst ensuring that they felt comfortable and safe? How could we revisit those experiences as many times as we needed to?

In class, it is common practice to use different media to bring subjects to life. Many teachers use 360 immersive films to explore inaccessible places - under the sea environments, the space station, inside an animal enclosure at a zoo... why not local employers?

As I explored the idea further, I could see that it would not only be pupils at JNA that might benefit from these films. A virtual experience could be a useful resource for many specialist and mainstream settings. They would allow pupils to look behind the walls of offices, factories, kitchens, creative industries and many more. The LEP opened funding applications for careers activities that would improve the aspirations of pupils from disadvantaged backgrounds. We entered a bid and were thrilled to be successful. We secured funding to make 12 short, 360 immersive films.

We found a great production company, REEL Film based in Harrogate, and together started to speak to local employers about the possibility of realising our idea. The different employers were lined up, production

company ready to go, funding in place, and then, National Lockdown 1.

Although the pandemic has made completing the project trickier, it has also increased the urgency of such an approach to careers. Now all pupils are struggling to access different work environments. This has only strengthened our resolve to see the project through to completion and launch early in 2021.

Prior to Lockdown 1, we had already completed the filming for three of the films: Covea Insurance, Reliance Precision Engineering and Camira Fabrics. If you would like to see what we have got so far then please follow the links on the right. You can view the videos on a phone, tablet or laptop and use the mouse or screen to look around the different areas. Turn the volume up to hear what working in the different environments might be like.

We are currently working with the employers and the Careers Hub Network to provide a range of resources to support the completed films. Look out for a big launch that will be supported and advertised to all schools in the Leeds City Region, Spring 2021. Thank you to the employers that have, and continue to, support our project. If anyone would like any further information, please do not hesitate to get in touch.

Covea Intro

<https://vimeo.com/475033506/3e4d6983b2>

Covea 360 Immersive Film

<https://vimeo.com/479832146>

Camira Intro

<https://vimeo.com/479832146>

Camira 360 Immersive Film

<https://vimeo.com/479834206/bd79a28d7c>

Precision Engineering Intro

<https://vimeo.com/475030682/ba2c013f96>

Precision Engineering 360 Immersive film

<https://vimeo.com/479832317>

Seasonal Phishing

By Matthew Lindsay

It's beginning to look a lot like phishmas, everywhere you go, take a look at your five and ten, they're emailing once again, with spurious haste and bad taste that should show...

Phishing scams are a persistent problem for organisations at all times of the year; however, there is a steep increase in the number of scams at Christmas as cybercriminals take advantage of distracted staff to launch targeted attacks.

When we're distracted, mistakes happen, and Christmas tends to be the one time of the year when employees let their guard down which can result in a loss of sensitive data.

During the festive season, inboxes are flooded with eCards, messages from friends and family, delivery notifications from online-retailers and fraudsters use this flurry of online activity to launch mass phishing scams.

As the season approaches, organisations must ensure that staff remain vigilant of phishing attacks, delivered not only through external sources, but also through what appears to be legitimate internal communications, such as emails from senior management or the latest updates on the Christmas party.

Most employees will not even think twice opening an email from their boss; however, this is one of the more devious ways the crooks will try to trick staff into opening malicious links. Cybercriminals will often use a familiar internal email address but slightly alter one letter so that it's extremely hard to distinguish between an authentic company email or a well-crafted fake. As a reminder only open emails from reputable sources, never click on a link that doesn't seem legitimate and if an email describes an offer that seems too good to be true, it probably is.

Other scams that see an increase around this time of year include charity scams and credential stuffing. Charity scams are what they say on the tin and involve fraudsters impersonating large charities. Always ensure that if you want to make a christmas donation to your favourite charity that you go via the official website and try to avoid links enclosed within emails. Credential stuffing is when a cybercriminal uses stolen usernames and passwords on other websites in a hope that an individual has used the same combination across multiple services. Over the last two years there has been a spike in this activity around Black Friday. Be extra vigilant around this time of year on all your accounts as if one has been compromised you may notice that other accounts also show suspicious activity.

As always, should you have any concerns or queries please reach out to information services via m.lindsay@wellspringacademies.org.uk and report all suspicious emails to security@wellspringacademies.org.uk



Hamish is Making a Difference!

By Michelle Ward

As we all prepared for a very different start back in September, we also were able to welcome a new member to our Bramley Park Academy family - Hamish! Hamish is our Cavapoo therapy dog. The whole staff knew that he would make an incredible addition to our team, but his impact on learning and behaviour has been astounding!

Hamish loves a good book, and our pupils have loved sharing them with him! He sits so peacefully, and listens so carefully that every child has been desperate to pick up their favourite book and read with him.

He's even been to help our Readers of the Week choose their own book from the book vending machine. We've seen a huge increase in children bringing in home reading books and in children taking enjoyment from longer texts.

Hamish has also worked wonders with our reluctant writers, I have never seen a class so ready to write as those who have the chance to read their best work to Hamish! Hamish even managed to look a little fed up when children hugged our model texts too closely.

In what has been a very challenging time for staff and pupils alike, Hamish has brought fun, reassurance and nurture to our pupils.



Using Google Meet Virtual Break Out Rooms

By Sarah Jones

Every teacher knows how important it is to allow people time to talk to a peer before sharing with a wider group.

Lyman's research (1981) showed that the quality of response you get from students improves if they are given even a very short time to think about things, and talking with a partner, before sharing with the wider group.

This effect has also been shown with adult learners: in medicine (Rao & DiCarlo, 2000), biology (McClanahan & McClanahan, 2002), genetics (Smith et al., 2009), exercise physiology (Cortright, Collins & DiCarlo, 2005), economics (Maier & Keenan, 1994), physics (Crouch & Mazur, 2001), mathematics (Sampsel, 2013), and anthropology (Barkley, Cross & Major, 2014).

Of course this makes perfect sense – if you have time to think and talk through an idea in a smaller, less scary group, you'll feel more confident then sharing it with a bigger group. This has clear implications for online learning. I have run and attended a number of online CPD sessions since March, and have found that it is really hard to get a good discussion going in a big group on a video call. So I was very excited to see a tweet from Google introducing their new Break Out Rooms feature. You can do this randomly, or more thoughtfully, by dragging and dropping their names into the room of your choice.

As the leader of the session, you can then pop into each break out room separately to check on how it's going, in the same way you would walk around a classroom, hovering over a group and listening in, perhaps interjecting with a prompt, question or suggestion. And you can call everyone back to your main room at the click of a button (an improvement on having to shout or count-down to bring your groups back together in person!)

When I used this in my CPD sessions, it went exactly as expected. The quality of discussion was much better in the smaller groups in break out rooms than it had been in previous sessions, where we'd all been together in a large group. The feedback from participants was that it was easy to use, and that the small groups really improved the quality of discussion they were able to have. **I'd thoroughly recommend colleagues investigate this new feature – I suspect I'll still be using it to bring staff together from different schools even when covid and lockdowns are a distant memory...**



The break out rooms feature is actually incredibly easy to use. You click the icon at the top, and can then allocate participants to a number of break out rooms.

Recent Trust Activity

By Chris Jessup

I would like to update you on some of the activity occurring within our system.

“I hope that it inspires and assures you in equal measure of the value we are adding to your Trust.”



School Direct

Our School Direct offer is at the heart of our recruitment and retention solution.

There is now a real opportunity for us to achieve a step-change in staffing capacity and future pipeline needs. The Government has withdrawn bursaries for most teacher trainees. Many of us employed School Direct trainees previously on the salaried route. Rather than the change leading to a reduction in the number of trainees in our schools, the number and quality of prospective trainees available for September 2021 has encouraged a burgeoning take up.

I know many of you have been impressed with the professionalism with which interviews have taken place, and the calibre of candidates. Positive Regard has made significant changes to our way of working. We will embed these changes during 2021 as we rebrand and retool to face the future. Schools have already committed to trainees for September 2021 and interviews are currently taking place.

We have a very clear Mission and Purpose:

- ✓ **Work closely in partnership with our schools**
- ✓ **Positive relationships as fundamental to good education**
- ✓ **Teaching as a career, not a two to three-year stop-gap**
- ✓ **Provide individualised, high-quality support to every trainee**

We will continue to attract the best candidates into our system. Recruitment remains open and we are agile to your needs. Please do not hesitate to contact myself or Katie Hartshorne for further information about any aspect of the programme.

Aspirant teacher programme

Our Aspirant Teacher programme will begin after Christmas. It is designed to give those considering becoming a teacher an understanding into what it means to begin the journey - the skills and the knowledge required and the encouragement to pursue that dream.

This virtual programme is available to colleagues who do not currently have the graduate qualifications traditionally required for a career as a teacher. A key aspect will be to engage participants with the key concepts behind the science of learning. Led by Sarah Jones (Executive Vice Principal, Springwell Lincolnshire), colleagues will gain an invaluable and inspiring insight into learning and pedagogy.

For more information on this innovative programme, please contact Katie, Holly, Amy or myself and we will be delighted to provide further details.

Subject Leader programme

Expert Practitioner colleagues are co-creating a subject leader programme designed to offer the skills and knowledge needed to lead a subject. The content will focus on the key themes of:

- ✓ **Vision and intent** - the importance of having, owning and articulating a vision for a subject - establishing the 'why'.
- ✓ **Implementation** - how to move from the vision to the practical.
- ✓ **Quality assuring** - how to prove and improve in a culturally supportive, non judgemental way.
- ✓ **Impact** - Showing impact and thinking what success looks like. Celebrating best practice.
- ✓ **Next steps and networking** - connecting with colleagues across the Trust and beyond. How can improvement be deepened and embedded?

We aim to offer this exciting programme out in the New Year - watch this space for further details!



RQT mentoring

Joanna Kempston and Katie Hartshorne have developed a Recently Qualified Teacher support programme based on the bespoke needs of this important community of colleagues.

We know that with Covid, NQTs last academic year may not have had all the training and support they would ordinarily receive. The initiative was prompted by our Strategy Group meeting which identified this important area of support.

Using the principles of informal mentoring, each colleague has been 'buddied' with an Expert Practitioner or Associate Principal to give bespoke support, create a culture of continuous learning, encourage career planning and progression and, crucially, ensure wellbeing.

I look forward to bringing you further updates throughout the year.



The Josie Thirkell Institute of Education

Our Vision 2025 aims to build upon our successes so far. It expresses the confidence we have in our distinctive approach and articulates our ambition for what will come next. As of September 2021, the Teaching School designation for Positive Regard will cease to exist.

We will bring our training and professional development activity and offers together under the banner of **The Josie Thirkell Institute of Education**. The Institute will work with key strategic partners to provide a coherent workforce pipeline and cultural understanding, from Initial Teacher Training, through apprenticeship programmes, through to Leadership Development programmes, based in the philosophy and values of Wellspring, explicitly linked to our **Vision 2025**. More information around the official launch will be forthcoming. In the meantime, we will transition our branding, offer and approach to reflect the values and ethos of the new organisation.

The Institute will work alongside you in making a lasting difference to the children and young people we serve. I am honoured to be asked to lead this initiative. In the coming months and years, I am determined to see it grow in influence and scale to improve the life chances of everyone we work with and establish a distinctive position in the world. Your Institute will inspire, improve and influence education. I hope you are as excited by that possibility as I am.

“The Institute will work alongside you in making a lasting difference to the children and young people we serve.”

DLD Day - Raising Awareness



OAKHILL
Primary Academy

On the 16th October 2020 Oakhill pupils came to school wearing purple or yellow to show support for Developmental Language Disorder (DLD) day. We had a silent playtime where the children could only use sign language or a whiteboard to communicate.

What is DLD?

DLD causes difficulties with speaking and understanding for no known reason. There are serious and long-term impacts, as it puts children at greater risk of failing at school and struggling with mental health and future employment.

The biggest challenge with DLD is you can't tell by looking at a person that they have DLD and therefore, they often get overlooked for support.

Three things you should know about DLD...

1. Developmental Language Disorder is when a child or adult has difficulties talking and/or understanding language
2. DLD is a hidden disability that affects approximately two children in every classroom, affecting literacy, learning, friendships and emotional well-being
3. Support from professionals, including speech and language therapists and teachers, can make a real difference

