



Springwell
Leeds

Vision 2025



Update

July 2022

Springwell Leeds Academy Vision 2025

Introduction

At the start of the 2020-21 academic year, the Wellspring Academy Trust published its “Vision 2025” document. This is an ambitious new programme for the next five years, that sets out the priorities for the Trust and is a "manifesto for developing Wellspring as an engine for social change and improving life chances." The full document and supporting information is available on the Wellspring website:

<https://wellspringacademytrust.co.uk/about-us/vision-2025/>

Vision 2025 sets out five key priorities:

- People
- Doing
- Innovating
- Assuring
- Sustaining

Each of these priority areas is described in the document in detail. The challenge has been set to all the Trust’s academies to respond to these priorities by creating their own vision for the next 5 years. What follows is that vision for **Springwell Leeds Academy**, broken down into the same 5 priority areas.

This is an update on the original Springwell Leeds Vision 2025 document, published in September 2021. Throughout this document, updates on progress will be shared, highlighted in boxes like this one.



People

Education is about people. It is a people business. People are our greatest resource and the product of our efforts. Our success depends on investing in our people so that they are successful. We want and need the next five years to be focused on further developing the Springwell Leeds team into a renowned region leading hub for expertise and practice in SEMH education. We are well on the way to doing this, but it means continuing to provide access to high quality professional learning opportunities for colleagues in every part of our team and opening up new opportunities in new areas of development in the future.

To achieve this we must ensure that:

- Staff have access to a first class programme of continuing professional development (CPD) that enables them all to progress in their career and develop their skills at whatever stage they are at and whatever role they are in
- Springwell Leeds staff are involved with and participate in educational research relating to SEMH needs
- There is a comprehensive offer of advice, support and training, created and run by Springwell Leeds staff, available to other academies within the Trust and beyond

July 2022 Update:

- *Throughout 2021-22 all staff at Springwell Leeds have had access to a comprehensive programme of professional development covering areas such as meeting SEMH needs, behaviour, safeguarding, curriculum development and teaching and learning*
- *14 staff from across the school are accessing National Professional Qualification Programmes (NPQs)*
- *4 staff are following an aspirant teacher programme*
- *3 staff have completed apprenticeships with the academy (including 2 teacher apprentices)*
- *4 colleagues have completed their teacher training with the academy*
- *3 staff are employed with us as Early Career Teachers ECTs*
- *Staff from Springwell Leeds have been engaged in supporting other Academies from within the Trust and beyond*
- *The Academy has two senior leaders working full time in the Trust providing leadership capacity within the Wellspring Schools*
- *Staff have left the Academy to take on senior leadership roles at other schools within the Trust including at Principal, Assistant Principal and Admin Manager level*
- *Springwell Leeds has two full time Positive Regard Consultants providing expert support, advice and training within and outside the Trust. These colleagues have been engaged almost entirely outside Springwell Leeds this year.*

The next five years must also be about how we continue to ensure and develop the wellbeing of all of those who work with us. The job our staff do is a difficult one. We work in a difficult sector with professional, emotional and physical challenges that most people do not face on a daily basis. We will make sure that Springwell offers all staff the support for their wellbeing that enables them to be happy at work as well as successful.

To achieve these outcomes, we must ensure that:

- Staff wellbeing continues to be a priority for leaders
- We maintain a rigorous focus on equity and equality
- There is a comprehensive offer of supervision in place
- Staff are supported through a broad and inclusive system of mentoring

July 2022 Update:

- *Leaders have continued to work closely with HR partners to provide sympathetic support to staff throughout the continuing effects of the pandemic – for example, COVID related absence has not been included in calculations around absence trigger points and flexibility to provide care for dependents has been exercised.*
- *The Academy has established an Equality and Diversity (E & D) strategic development group with representation from colleagues in a range of roles across the Academy to drive policy and practice.*
- *The E & D group have written the academy's Anti-Racism Policy, which is now in place.*
- *All staff with Safeguarding responsibility now have supervision in place*
- *There is a comprehensive induction package in place for all new starter and mentoring in place for all ECTs.*

The people we work with also includes the communities in which we serve and the parents and carers of our children and young people. We know that our pupils are more likely to be successful when we are able work closely with our parents and carers and so ever closer links between home and school must be our aim.

As a citywide provision, Springwell Leeds is in a unique position to be able to impact across the whole of Leeds. Part of our mission should be to advocate for our children and young people in the wider community and promote and spread a better understanding of Social Emotional and Mental Health needs.

To achieve this, we should:

- Focus on ways of developing and strengthening our partnerships with parents and carers
- Develop the range of opportunities we offer for community involvement in the academy
- Ensure that we make the most of celebrating our successes and share them widely with parents, carers, other stakeholders and the wider community

July 2022 Update:

- *Restrictions and health and safety requirements around the management of COVID-19 have continued to limit opportunities for community engagement.*
- *In the summer term, however, there have been two recruitment open days, aimed at the local communities in South and East Leeds, and the return of school performances, where parents have been welcomed back into the academy.*

Doing

We want Springwell Leeds to be a continually improving, happy, vibrant and creative place to work and an exciting, effective and memorable place to learn. This means the exceptional teams we have developed across the city, continue to develop - learning from each other, sharing resources and ideas and continually challenging each other and ourselves to be better.

We want Springwell to be a community of outstanding practice in the field of SEMH education that has impact and influence on the system beyond the gates of the school.



To achieve this, we will:

- Invest in our Springwell sites so that they continue to provide a vibrant and inspiring learning environment that recognises the needs of our pupils and supports them to succeed.
- Continue to develop the learning environment to provide appropriate sensory areas and a wider variety of appropriate specialist teaching and learning facilities
- Further develop our curriculum offer to provide a wider range of learning experiences and accredited qualifications – underpinned by a nurturing, trauma informed, therapeutic approach
- Develop our outreach offer to promote approaches to understanding and meeting SEMH needs in the local and regional educational community
- Vocational facilities

July 2022 Update:

- *Throughout the year, we have continued to invest in maintaining our learning environment to a high standard as well as adding improvements where we have identified them.*
- *New carpeting has been added to soften the Primary areas in school and vinyl markings added to the floors to aid transitions and make better use of the space.*
- *New outdoor play areas have been added including climbing areas and a climbing frame.*
- *Classrooms have been, and continue to be, refurbished to reflect better the needs of the children in them.*
- *A sensory area to support specific needs of pupils will be created at the East Site over the summer break.*
- *Each site now has a comprehensive Estates Development Plan, produced in conjunction with the Trust Estates Team that sets out the priorities for developing and improving the internal and external environments for the coming years.*

Innovating

Our children are unique and therefore our response to their needs sometimes needs to be unique. We want Springwell Leeds to continue to be an environment in which new approaches and ideas are encouraged and tested, where we learn from those that work and from those that don't. An environment where staff have permission to innovate and invent the way.

We will build on the strong links we have made with local universities and those conducting research so that we are at the leading edge in generating and testing new practice.

In order to do this, we will:

- Embed research and development into the everyday practice of the school through further growing links with universities and other agencies
- Ensure that CPD includes bringing the best ideas from outside Springwell, into the academy so that staff remain at the front edge of SEMH practice
- Promote a culture within the school where staff are encouraged to test and evaluate new ideas and approaches
- Be ready to exploit opportunities offered by new technologies by being prepared to experiment and test ideas 'in the field'

July 2022 Update:

- *Access to shared practice and ideas from beyond the academy have been greatly improved by the innovation of Josie TV. CPD planning for 2022-3 will include opportunities to make the most of this resource.*
- *New curriculum innovations, such as a Creative Media option will be trialled by sites in 2022-3 and will be rolled out across the academy if successful.*
- *Staff have access to innovative online Google training, developed through the ICT strategic development group, to ensure that the best possible use of ICT to support learning is being made.*



Assuring

Recognising what we do well and where we need to invest our precious time, effort and resource is critical. Maintaining and further developing our robust systems to check on how we are doing and nudge us in the direction we need to go, are central to this. We will apply this reflective and self-evaluative principle to every aspect of our academy- from quality of teaching, to quality of cleaning, from quality of outcomes for our children to how well our grounds are maintained - *all* contribute and *all* are important. Strengthening our relationships with the teams from the Trust and forging new ones with external agencies will support us to do this even more effectively.

In order to achieve these things we must:

- Refine our use of data and reporting systems to inform practice and improve outcomes – using it in a targeted way to analyse and improve our approach in a comprehensive range of areas
- Constantly test the robustness of our quality assurance systems by inviting challenge and scrutiny from Trust colleagues and beyond

July 2022 Update:

- *The academy has systemised robust quality assurance across a range of key priority areas. The strategic development groups, reporting into the academy leadership team, drive this.*
- *The development groups monitor and report on quality and consistency through a cross-site, collaborative, peer challenge model.*
- *The academy continues to work closely and collaboratively with Trust services in Finance, Estates and HR.*

Sustaining

Springwell Leeds is an academy built at the start of the 21st Century and will be around into the 22nd - long after many of us have gone. We are the custodians and curators of Springwell now. We have the opportunity to ensure that it sets off down a path that is sustainable in terms of financial security and environmental impact into the decades that come. We will use our sites to make a contribution to the global effort to stop climate change by being as green as we can be. We want our children and young people to understand their responsibilities around sustainability and help us deliver ours.



To achieve these aims we will:

- Consider the environmental impact of all our procurement decisions – with particular reference to the carbon footprint of the academy and the energy used to run the buildings
- Ensure that environmental education, including forest schools is a key part of our curriculum
- Utilise our sites to lower the carbon footprint of the academies by identifying opportunities, when resources allow, for green energy generation and increasing planting of trees to create green areas

July 2022 Update:

- *This remains an area for development, and one which will require further focus in 2022-23.*
- *The coming challenges of increased energy and utility costs will provide impetus for this and opportunities for working across the Trust to find sustainable solutions.*