

SELWOOD ACADEMY NEWSLETTER

Friday 17th May 2024 | Issue No. 13 2023/24



Page 1 - Reminders

Pages 2 & 3 - School improvement visit

Pages 4 & 5 - SENDCo & Author visit

Pages 6 & 7 - Frome community page

Pages 8 & 9 - Mental health challenge & coffee mornings

Pages 10 & 11 - Local events & School avoidance

Page 12 - Local events

Late Arrivals: We politely ask that you remind your child(ren) to report directly to the Compass Centre in order to register, if they arrive to school after 08.45. There they can explain their reason for the lateness before going to join their first lesson. Thank you.

Appointments

If your child has an upcoming appointment that requires them to come in later or be picked up early, please be sure to inform the attendance team in advance on the following email address:

selwood.attendance@selwood-academy.co.uk

DATES FOR THE DIARY

17th May - Yr 7 Fear free workshops

17th May - Yr 8 Bath Uni trip

18th May - Yr 8 Fear free workshops

22nd May - Yr 6 Mendip parent info evening - 5-6pm

23rd May - Yr 6 Portsmouth trip

24th May - Yr 6 Portsmouth trip

24th May - SEN coffee morning

3rd - 14th June - Yr 8 exams week

11th - 14th June - Yr 8 Normandy trip

Forgotten Items

Please can parents and carers ensure that their child has all they need for the school day when they come to school each morning.

With Selwood being a large and busy site, we cannot guarantee that we will get forgotten items and messages to children throughout the day, especially when after 12.30pm.

Thank you for your support with this.

It is vital that we keep up to date contact information for all our pupils, so if any of your details have changed, please let us know. Many thanks.

SCHOOL IMPROVEMENT VISIT



As part of our commitment to continually improve and offer the highest standard of education on 24th April we welcomed 2 school improvement advisors from the Bath and Wells Multi Academy Trust. Both advisors are also current OFSTED inspectors. They recognised the road to Excellence at Selwood and highlighted a number of key strengths as well as recommendations to move us forward in the future.

Within MFL they noted

- the lead is keen that children should have confidence and enjoy learning a language; that they should develop their understanding of different cultures and of diversity; and that they should make strong progress in learning the key knowledge and skills (grammar, vocabulary and pronunciation) in the curriculum. Leaders were clear about their vision. They have organised the curriculum around the development of grammar, focussing on key verbs that can be used with a range of vocabulary, and in three tenses. As with many foundation subjects, lessons may be once per week, and so leaders have thought hard about how to help pupils to remember the key vocabulary and knowledge. They use a lot of carefully planned repetition to help with this. It was evident in the pupil voice and lesson visits that this was working well. Teachers organise a range of activities and trips to bring the subject alive, and these also contribute to the personal development of the pupils. Teachers use the lessons to widen pupils' cultural capital effectively.
- The modern foreign languages team have strong subject knowledge and lessons were well taught. Appropriate differentiation was in place to enable all pupils to make progress. Pupils had lots of opportunities to practice their pronunciation, and to use key verbs. Lessons were well structured to help them to develop their confidence and skills, and produce good work by the end of the lesson. Books showed that the pupils were developing their ability to write in French well. Teachers were very clear about the key learning and explained complicated and subtle differences effectively. Pupils enjoy languages lessons and feel they are making good progress. They were able to recall key knowledge well without prompts.
- Leaders have carried out monitoring, including collecting information about how many pupils go on to choose languages for GCSE. They had used pupil voice to improve the subject offer.

Within Music they noted

- Leaders have a strong ambition for pupils. They want pupils to be able to learn to play a musical instrument, to understand the historical development of music, to be able to read music, and to enjoy making music. Leaders are keen that children will have a wide range of opportunities to experience music beyond the curriculum such as choirs, instrumental groups, visits and the opportunity to perform in musicals. Leaders ensure that pupils are included in these opportunities what-ever their circumstances. This contributes well to the personal development of the pupils.
- Leaders have focussed on teaching pupils 3 instruments as well as singing. This allows the pupils to be able to be successful in these, rather than meeting many instruments but for only a short time. This is supplemented by the peripatetic offer.
- The music curriculum overview is well structured
- Leaders have developed a mnemonic to support pupils understanding of key musical terms and vocabulary. This has appropriate development as the children get older and is included in their workbooks so that they can refer to it when they need to.
- Music was taught well in the lesson observed. Pupils were excited about group work clapping different rhythms and enjoyed the lesson. This was well achieved by most groups, and the teacher supported well. Pupils from different year groups testified that they enjoyed music lessons.

SCHOOL IMPROVEMENT VISIT



Within P.E they noted

- Leaders have a clear vision for this subject, with a 'PE for all' approach. The PE leader is passionate and knowledgeable in their leadership and is supported well by the Deputy Head who leads on curriculum.
- Teaching in PE is expert, due to the team of specialist teachers. Whilst the subject curriculum was in place previously, leaders have developed the holistic PE curriculum, considering the knowledge, skills and concepts alongside pupils' personal development. This has resulted in the PE offer being effective in the development of the whole child at Selwood.
- Concepts, knowledge and skills are coherently sequenced across each year group with consideration given to pupils' expanding knowledge of rules, strategies and tactics. Leaders have considered appropriate assessment in PE, meaning they can track each pupils' progress effectively.
- Leaders have considered equality in sports, through curriculum adaptations and reasonable adjustments to ensure inclusion for all. Every pupil has the opportunity to compete, and staff arrange fixtures with local mainstream and special schools, as well as hosting events such as the Ultimate Frisbee Festival with local First Schools. As a result, pupils articulated that they are proud role models who have grown in confidence and resilience in PE. Pupils say, 'Teachers make PE inclusive for everyone.'
- Leaders have carefully integrated the personal development aspect in PE. As a result, every pupil is an active participant in their lessons. Pupils develop knowledge and skills in PE, whilst also taking on leadership roles such as team manager, press officer, match officials, warm up leaders and skills coaches. Pupils articulated, 'You never look down on someone unless you are picking them up.'
- Plans show a wide variety of sports to enable pupils to develop a range of skills and disciplines. In each term, there are 3 sports with key concepts mapped. Leaders were encouraged to explore the balance of the variety of sports and disciplines in one sport to ensure enough depth of application of knowledge and skills for mastery.
- Physical Education is also considered during lunch and breaktimes with sports TAs facilitating lunchtime clubs. This contributes to the wider Physical Education and Personal Development offer for all pupils.

Within PSHE they noted

- The school vision and ethos underpins the PASHE (Personal, Aspirational, Social, Health Education) curriculum and character development. Leaders are developing the 'Selwood Pledge' that will outline the wider curriculum offer and equality of entitlement for all pupils.
- The Selwood Personal Development offer is extensive and has been carefully planned to ensure cohesion and transference of knowledge and skills. RSHE, Religion and Philosophy, Character Education, British Values and SMSC are well integrated, and leaders have considered enterprise and employment across topics. Several groups of pupils were spoken to during the visit, and consistently, pupils can articulate the positive impact that this offer is having on their personal development.
- Leaders have considered creative vehicles to tackle challenging topics such as discrimination and prejudice. They use games, music, drama and dance to help pupils build a rounded understanding of complex concepts. Religion and Philosophy lessons encourage pupils to explore moral dilemmas leading to a depth of thought, reflection and understanding in pupils. Planning shows that there is cohesion across these subjects with the curriculum leader planning across both areas.
- Pupils led a 'well being market' bringing together a broad range of PACHE learning, to fundraise for a charity. Whole school events, trips and visits contribute to a rich and varied offer for each pupil's personal development.
- In describing the impact of PE and PASHE, leaders would benefit from coaching to synthesise and summarise more effectively, ensuring a top-level strategic view. Leaders may also want to consider how to gather evidence for curriculum impact, such as the use of a Padlet (an example was shared).

Overall the visitors concluded

- Pupils attitudes towards their learning are positive and there is a culture of high expectations in learning, behaviour and conduct. The school's personal development offer is cohesive and extensive and as a result, is supporting pupils well in their character development and preparing them well for the next stage of their education. Pupils are rightly proud of their school and it was a privilege to speak to many of them and hear their views as part of this visit. Leaders have tackled historic poor behaviour through shared high expectations and ensuring clarity of routines and rules with pupils and their families. The Compass Centre has been pivotal in this work. When talking about the impact of the Compass Centre, pupils described, 'We always believe in second chances. Grown-ups help us to reset. The Compass Centre puts us back on the right path.'
- In the last 2 years, there has been significant developments in the culture, ethos, expectations and curriculum.
- The school's curriculum is well constructed and supports learning well
- Leaders have a comprehensive package of CPD in a range of models for staff

SENDCO & AUTHOR VISIT



It is lovely to have the opportunity to introduce myself! I am Kate France, the new SENDCO at Selwood. I have been teaching for 18 years and have been a SENDCO in both primary and secondary settings - a role that is so rewarding. I love learning and want to help the children I teach and support to feel the same way. I have recently moved down from Yorkshire and can often be found walking my dog, Albert, in my spare time. I am enjoying my new role here and have been made to feel incredibly welcome by pupils, parents and staff. I am delighted to have joined the Selwood Community.



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Bookworm Bonanza! Ash Bond, the amazing author, visited us on Friday 26th April, and it was an incredible experience! Our pupils were captivated by Ash's engaging presentation and insightful discussion about her latest book. It was truly inspiring to see their excitement for reading and writing ignited. A huge thank you to Ash for sharing her passion and knowledge with us!

SPORT NEWS



On Wednesday 24th and Thursday 25th April Selwood Academy and IG Sports hosted a year 3 Ultimate Frisbee festival attended by Beckington, St Louis and Rode first schools. Our fantastic year 7 Sports Leaders helped score and officiate matches after attending training sessions. This allowed all pupils to shine! We look forward to hosting more events like these in the future.



FROME COMMUNITY PAGE

#CLEANFORJASON

Support Jason's Rehabilitation Following Electrocution

20% of all funds raised will go to Wiltshire Air Ambulance and Southmead Hospital Charity

Wiltshire Air Ambulance
funded by you, flying for you

JASON'S CAUSE

Southmead Hospital Charity

FOLLOW US
@jasons_cause
jasons updates & fundraising

Jason's Cause is a campaign which we are running on behalf of my Jason Knight who was electrocuted whilst cleaning a customers windows in Westbury where he lives. Jason of course was born and raised in Frome and attended Selwood School (as it was called then). Jason's Cause looks to raise funds for Jason's rehabilitation following the amputation of his left arm, as well as five of his toes, parts of his feet and legs which has rendered him unable to walk. He has an extremely long journey ahead, having already undertaken 20 surgeries, and will have many more as surgeons at Southmead Hospital work to try to reconstruct his legs in the best way they can. The cause also gives back to the organisations who saved his life, namely 10% for **Wiltshire Air Ambulance** (registered charity no 1144097) and 10% for **Southmead Hospital Charity** (registered charity no 1055900).

Disclosure: Selwood Academy are not responsible for the accuracy of content/links shared by community members and advise to check carefully. If you would like to share a community fundraiser or free event, please do let us know.

'Let your light shine before others' Matthew 5 v 16 6

FROM COMMUNITY PAGE



Beckington Cricket Club



Girls Under-13's Team

Would you like to join Beckington Cricket Club as part of their Girls team?

Enthusiasm is all that is needed, we have regular training sessions with qualified youth coaches, all kit and equipment is provided.

The Girls team had another successful year in 2023, finishing 3rd in our league, and we are keen to build on that as well as increase the number of girls playing cricket.

Training sessions are held on Thursday 5:45pm – 6:30pm (beginning on 6th April).



If this interests you/your child, please get in touch by emailing: girls@beckingtoncricketclub.co.uk.



Join us 13-19 May for **Mental Health Awareness Week**

Activities that boost your mental health



1

Take a walking lunch

31 Day challenge making moments for movement

2

Head outside to eat rather than at your desk

3

Stretch for 5 - 10 minutes

4

Arrange a walking meeting

5

Every hour get up and move around

6

Take the stairs rather than a lift

7

Walk or ride a bike to work

8

Park in the furthest space in the carpark

9

Dance during moments when you may just be standing around

10

Walk over and chat in person rather than sending an email

11

Walk a little further to fill up your water bottle

12

Stretch / raise your legs and arms whilst watching TV

13

Pick up a basket rather than using a trolley when grocery shopping

14

Arrange a walking date with a friend

15

Do calf raises while preparing food

16

Do squats while brushing your teeth

17

Only drive to places you cant walk to

18

Do house work faster than normal/to music

19

Spend time gardening

20

Wash and vacuum your car yourself rather than paying someone else to

21

Walk up and down the stairs

22

Outdoor activities with friends, children or pets

23

Take part in one of SASP's activities

24

Do head, neck and shoulder rolls whilst sitting

25

If you work in an office try using a standing desk

26

Practice balancing on one leg whilst waiting for the kettle to boil

27

Stand up every time you receive a phone call

28

Roll on a therapy ball

29

Practice some yoga poses

30

Volunteering - Food Pantries, Community Centre's / gardens

31

Don't use the closest toilets to you, walk a little further



Proud to be part of



Join us for a chat!

COFFEE MORNING

Yr 5 Parents & Carers:
Friday 17 May, 11.15am



SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL

Join us for a chat!

COFFEE MORNING

SEND Parents & Carers:
Friday 24 May, 11.15am



SELWOOD ACADEMY
ANGLICAN/METHODIST FOUNDATION SCHOOL



FAMILY HOLIDAY



Activities in Frome for families in need of support.

Tuesday 28th May	1pm - 3pm	Play and Take Away, crafts and stories	Cheese and Grain , Justice Lane, Frome BA11 1BE (room 1)
Wednesday 29th May*	10am - 1pm	Outdoor fun with nature - exploring and learning Transport available	Heal Somerset, Lower West Barn Farm, Bindon Ln, Frome BA11 5HH
Thursday 30th May*	10am to 1pm	Make something fabulous for the Children's Festival!	Trinity Church Hall, Trinity Street, Frome BA11 3DN
Friday 31st May*	1pm - 4pm	Fun with science— making rockets and more!	The Key Centre, Feltham Lane, Frome BA11 5AJ

Suggested donation of £2 per child

BOOKING ESSENTIAL - contact lenkagrimes@purpleelephant.org.uk to book a place or ask your school or support worker to refer you

Adults to accompany and remain responsible for their children at all times.

Family support workers available at all sessions.



www.PurpleElephant.org.uk



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

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'Let your light shine before others' Matthew 5 v 16 11

MARK DE-LISSER

RENOWNED CHORAL DIRECTOR, VOCAL COACH AND ARRANGER RETURNS TO SOMERSET FOR 'SING TOGETHER' AT WESTLANDS ENTERTAINMENT VENUE, BA20 2DD

SING TOGETHER!

WEDNESDAY 24TH:
10AM-4PM

THURSDAY 25TH:
10AM-4PM

FRIDAY 26TH:
10AM-7.30PM

EXPERIENCE 3 DAYS OF SINGING AND PERFORMING WITH MARK AS GUEST CONDUCTOR. HIS WORK INCLUDES CONDUCTING THE CHILDREN IN NEED CHOIR, OUR DEMENTIA CHOIR, THE VOICE & THE MASKED SINGER



AGES 8-18

COST OF COURSE £80
(OUT OF COUNTY £100)

50% REDUCTION FOR
SIBLINGS & PUPIL PREMIUM

TAKE PART:



FOR MORE INFO VISIT

[HTTPS://SOMERSEFMUSIC.CO.UK/SING-TOGETHER](https://somersefmusic.co.uk/sing-together)



Supported using public funding by



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