



**Whitby**  
School



# ISSUE 17

# One Family

with Wonder

## Introducing Whitby School

### Explore Wonder...

The difference an effective teacher makes.

Governance: A guide to recruiting governors

Regional Director Visit to Longcroft School



**Wonder**  
Learning Partnership  
Educate | Empower | Engage | Enrich

# One Family

ISSUE 17

## with Wonder

## Welcome to the Wonder Learning Partnership

**We believe passionately, as a rural charitable Trust, that our children, in our villages, market and coastal towns, should be entitled to an education that celebrates the traditions of our communities, which recognises the history and values of our rural schools, their individuality and distinctiveness.**

We are child focused, driven by an absolute desire to know and care for each child as an individual. A love of learning and a real passion for teaching. Our mission is to ensure every child receives the very best teaching, follows a challenging and exciting curriculum that broadens their understanding and provides a wealth of knowledge, not only within specific subjects, but across disciplines and time. Exposing them to the true majesty and wonder of creation, within nature, across the world, in different cultures and societies.

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“Wonder is the beginning of wisdom” Socrates

## Our Values

### Educate

We are committed to educating the whole child and believe every child should reach their potential.

### Empower

We will empower our whole school community through support, development, and value in the pursuit of excellence.

### Engage

We will engage in best practice to develop the personal qualities and aspirations of pupils and staff.

### Enrich

We will ensure our children are exposed to a wealth of experiences and opportunities.

We welcome any school partner into the Wonder Learning Partnership and look forward to hearing from you. Our team is here to help across a breadth of areas whether this is peer to peer support, compliance, curriculum development or if you are seeking to join our Trust. Please get in touch at [office@wlp.education](mailto:office@wlp.education).



Wonder Learning Partnership is a company limited by guarantee, registered in England and Wales with Company Number: 10518602

# Wonder School Family News

## Pupils in a bit of a jam!

It does not get more special than holding a teddy bears picnic and eating sandwiches with juicy and sweet strawberry jam you have made yourself. Pupils at Melbourne Primary School were lucky enough to do just that. There were smiles all round as the sweet taste of strawberry jam sandwiches were consumed. The children had so much fun seeing and learning how the strawberries break down into the delicious jam mixture for their sandwiches and loved sharing the experience with their favourite teddies!



## Sewing Success!

Pupils at Stamford Bridge School have taken inspiration from William Morris when designing their own patterns for their design and technology embroidery project. Using repeat patterns based on nature there were some beautiful designs incorporating flowers and leaves. Using a variety of stitches, their masterpieces are taking shape.



# Wonder School Family News



## A focus on wellbeing

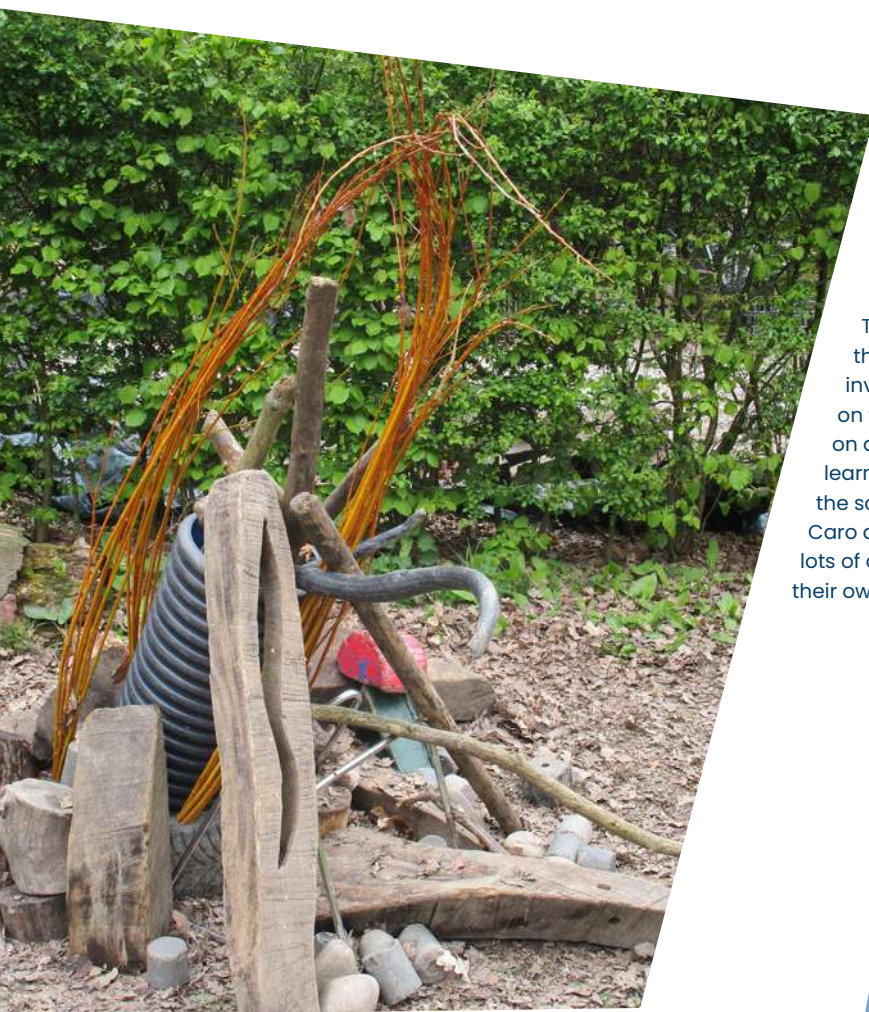
How precious it is to have a beautiful and scenic space for children to relax and enjoy nature with their friends. Pocklington Junior School's recently re-landscaped garden area has been opened as a place for pupils' wellbeing. We look forward to seeing more pictures of the garden being enjoyed by the pupils.

## Regional Director Visits Longcroft

It was wonderful to welcome Alison Wilson, the DfE's Regional Director for Yorkshire and the Humber, to Longcroft School. Pupils and Sixth Form students met Alison, one of the most senior officials in the Department for Education, who was hugely impressed by our young people. They discussed their school, their education, and a range of issues affecting young people nationally.



# Wonder School Family News



## Sculpture Workshop

The Year 9 Art GCSE pupils at Woldgate School had the opportunity to visit the YSP in Wakefield. They investigated the work of various artists as well as working on their own sculptures. The Year 9 are currently working on a Sculpture Project and visited the YSP as part of their learning experience. The day started with a guided tour of the sculptures by Henry Moore, Barbara Hepworth, Anthony Caro and lots of others. The pupils had the chance to ask lots of questions before working in small groups to create their own work

## German Exchange Visit

Close ties with the Heinrich-Böll Schule in southwest Germany saw pupils from both Eskdale School and Caedmon College enjoy a recent visit. The school is in the large village of Fürth in the beautiful Odenwald forest south of Frankfurt and just north of Heidelberg. Mr Bloor spent a year at this school as a foreign language assistant right back in the 80s and has had links with the school since then. Over the years we have run many exchange visits to Fürth, many of them joint visits between Eskdale School and Caedmon College. Unfortunately, the pandemic meant that we had not been able to visit our German partners for several years. However, we were able to welcome a group of German pupils to Whitby last October and have just had a very successful exchange visit to Fürth at the beginning of May. This year we ran a "hybrid" exchange visit with some pupils staying with German families while others stayed in the amazing youth hostel in the Starkenburg castle in nearby Heppenheim. Mr Bloor from Eskdale and Mrs Herbert from Caedmon College took a group of 26 pupils (Years 9, 10 and 11) on the week-long adventure.



## The difference an effective teacher makes and the importance of intersectionality.

**There were very few lessons I enjoyed during my secondary education. The highlight of winter days was drawing images in the condensation covered glass while the summer term brought blue skies and opportunities to daydream as planes moaned overhead.**

I wasn't unhappy, nor was I bored, I was just, well...disengaged. Lessons were an endless treadmill of repetition. Objectives displayed on the board establishing the teacher's clear intentions for the lesson. Often these were broad brush statements which contained language that was not explained, and I didn't truly understand. Although I admired the teacher's fortitude and resilience to the task of herding a group of 30 teenagers towards a single, ambitious goal; I struggled to see the relevance.

There was usually time in each lesson to practice the skills and knowledge we had been taught. I suppose this was to demonstrate to the teacher that we had remembered all that had been conveyed. In truth, the tasks were monotonous procedures that an absent peer could have guessed with relative accuracy. The end of the lesson usually presented an opportunity to recap our learning or to further define our successes with a 'self-marked' quiz. The threshold of success in many of these 'quizzes' was ambiguous at best. For me, the indicator of success was defined by the number of peers who remained fully attentive when the bell rang, stubbornly ignoring the smell of freshly cut grass and lunchtime smells that drifted through the open windows. At the bell, we emptied the classroom enthusiastically. A hurried crowd, heads down, jostling in our frustrations at the bottle neck of the classroom door. Then, silently and expectantly we walked to the next lesson for it to start again.

My Geography teacher was a different breed. Flame-red hair and beard, bright eyes that flickered inquisitively behind gold-rimmed spectacles. Small in stature but with a personality that effervesced a love and enjoyment for his subject. He was always present at the classroom door. Unlike the other teachers, he rarely needed to ask for silence. Instead, he questioned each of us on how our day was progressing or astounded us with incredible facts about plate tectonics or the average wind speed of hurricanes. Lessons often started with a provocative statement, which although not always politically correct, got us thinking. We talked more than we wrote, we moved more than we sat, he spoke less than we did. Tests were infrequent but our learning was clear. He demanded that we work hard and...



**Chris Pearce**  
Trust Director of the  
Institute of Education



we did. We worked hard for our geography teacher, not because the school behaviour policy demanded it, nor from fear of repercussions if the work remained unfinished. We worked because he cared.

Lessons were engaging, interactive and fun. Unlike the other teachers, he rarely sat. The 'teacher's desk' was an inconvenience to him. It took up the vital space that he needed to deliver his curriculum with aplomb. Instead, he floated around the room, his brown leather shoes almost noiseless on the linoleum flooring. Unobtrusively, he supported pupils who misunderstood. Through gentle questioning, encouragement and patience he nudged us back to the right path. Leaving a trail of post-it notes in his wake, he left his mark. Key words on curled notes littered the classroom, scattered like confetti on desks. Peers stuck them in books as if they were a badge of honour, proud at the support they had received. At the close of the lesson, our books would regularly be gathered in. We were dismissed from the lesson with a volley of geographical questions to check what we had remembered. We were never given a score. A week later, when books were returned, you could read with delight the witty comments, or challenging questions he had left in red ink at the bottom of the page. Groups of pupils would be carefully selected to work with him in the following lesson. He would provide them with the small group support they needed to catch up. We never sat in rows, our places changed for every topic and at some point each term, you would spend the lesson working directly with this marvel of a man. Often this would be recapping prior learning or, for some who had a firm grasp of all that had been taught, new topics would be introduced so that they could be the future experts in the room.

Now, 28 years on and a fellow educational professional, I reflect on those lessons with great fondness. The Education Endowment Foundation (EEF) would call his approach 'highly effective adaptive teaching' or 'in the moment feedback'. Although we all know this to be good practice, it takes time and skills to utilise properly. Moreover, it demands a detailed knowledge of your pupils' strengths and learning gaps.

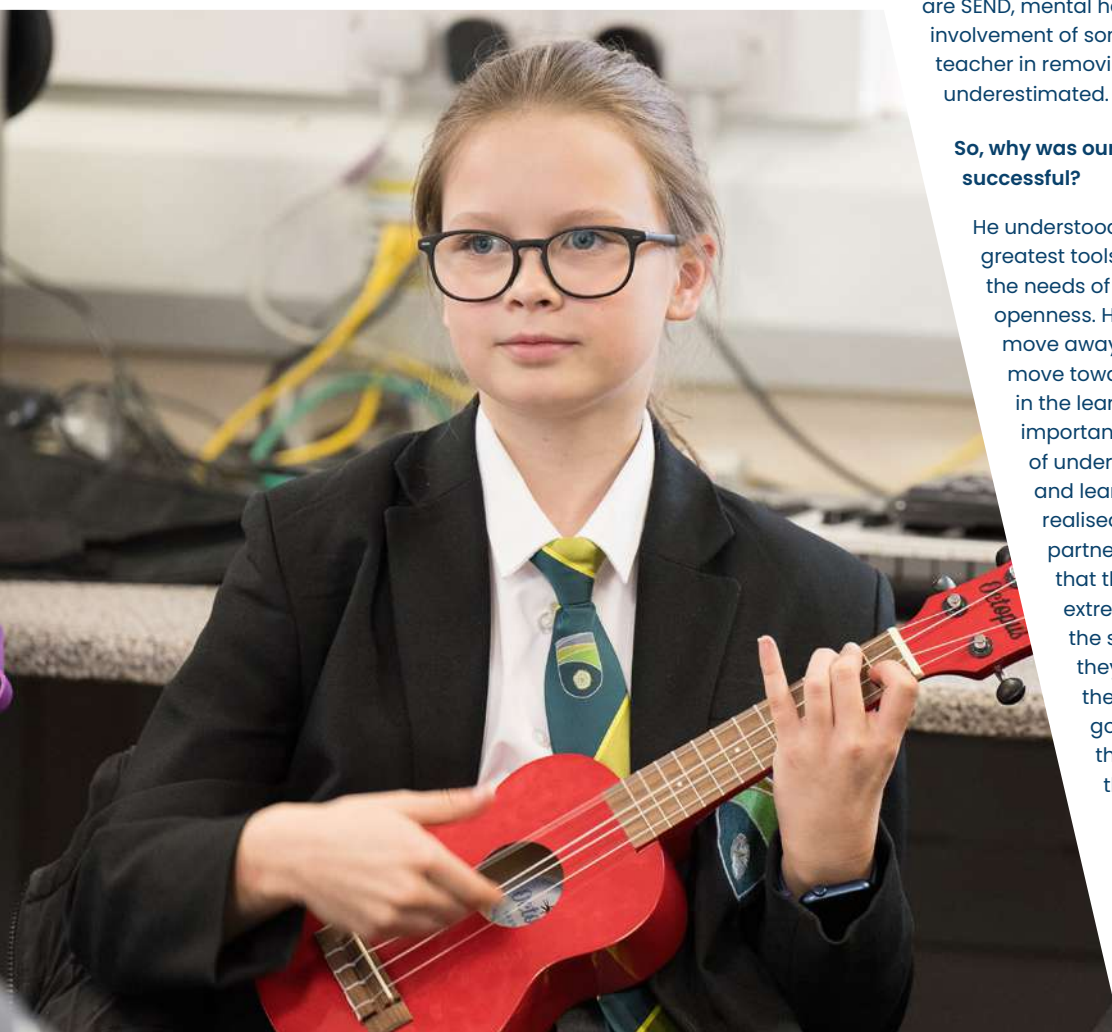
The recent release of the [NASEN Teacher Handbook: SEND](#) makes this clear. Here, the importance of the role of the teacher is acknowledged:

**'The relationships you develop with your learners are key. You will be their champion and advocate, the person who believes that barriers can be overcome, and that good progress is possible. You must value learners' views and opinions, and regularly check that they understand what your high expectations require of them. Your interactions should reinforce a positive view of high standards of behaviour and effort, whilst recognising the specific difficulties your learners face. You must show learners that you care about them, and that their feelings, wellbeing and progress are important to you.'**

Our geography teacher clearly believed this long before 2024. The time he invested in each of us enabled him to understand the many barriers to learning we all faced. This is now referred to as intersectionality. This multi-dimensional approach reflects the importance of understanding the overlapping nature of a pupils' vulnerabilities, placing the pupils' lived experiences at the heart of lesson delivery. Whether those difficulties are SEND, mental health, poverty, social care involvement of something else, the role of the teacher in removing these barriers should not be underestimated.

#### **So, why was our geography teacher so successful?**

He understood, 28 years ago that two of our greatest tools as teachers when meeting the needs of our pupils are curiosity and openness. He understood that we must move away from assumption and, instead move towards aspiration and partnership in the learning journey. He knew the importance of engaging in a process of understanding, getting to know, and learning alongside his pupils. He realised this could only be done in partnership with us. He recognised that the views of the pupil are extremely important in determining the support they receive to ensure they can effectively engage with the curriculum and meet their goals. He took the time and made the effort to care and because of this, we did too.





# Whitby School



## Introducing Whitby School

**We are delighted to share the new identity for Whitby School as we bring the school communities of Caedmon College, Eskdale School and Whitby Sixth Form together. The new identity highlights the rich heritage with a vibrant and modern design and a forward-thinking approach to education in Whitby.**

### An Exciting Future

During the last academic year, our Trust colleagues have led on school improvement with senior leaders at the schools in Whitby across curriculum, teaching and learning, SEND (Special Educational Needs and Disabilities) and attendance as we bring the two schools together ready for September 2024.

As we move from three sites to two, the focus has been on the children and supporting colleagues as we work to shape the exciting future for current and future generations of children in Whitby. The curriculum has been carefully crafted so, as the schools come together, there are no gaps in content and the children can move seamlessly into their new school. Taking on board the views of pupils is another key strength as we build a curriculum that not only engages the children but also challenges them and helps them in their future career path plans.

The challenge of a seamless transition is of particular importance for our SEND pupils. In consultation with our parent community in Whitby, we have reviewed the provision for SEND pupils on both school sites and the support and spaces available for pupils with social and emotional needs.

Ensuring colleagues can positively impact the development of the curriculum we have worked with them to introduce a new teaching approach – an instructional framework. This is based on research from the Educational Endowment Foundation (EEF) which outlines stages of a lesson overview. Evidence shows that if every teacher has a similar approach and structure to teaching, pupils learn more effectively.

It is an exciting time for education in Whitby and as we continue to work in partnership with the school community to develop the school improvement plan, build on attendance levels and develop the two sites we are looking forward to seeing our children flourish and achieve over the coming years.

**“It truly continues to be a privilege to work alongside our children, colleagues, parents and the wider community, as we prepare for the opening of the new Whitby School. It is a wonderful community, and I am excited about creating a truly exceptional school for Whitby. I look forward over the next few months to sharing that longer-term vision and those next steps, to ensure our schools provide the very best education and opportunities for our young people”.**

**Jonathan Britton**  
CEO Wonder Learning Partnership  
Executive Leader Whitby School





# Governance

## A guide to recruiting Governors

We have pulled out some key highlights of the NGA's guide to recruiting Governors. This is a useful guide and can be viewed fully on their website. Having the right people around the table is one of NGA's eight elements of effective governance. It is a continuous cycle that begins with evaluating your board's current and future needs and building an effective team. Finding new volunteers is not always an easy task and recruiting from underrepresented groups can be particularly challenging.

### Evaluating skills on the board

A board composed of governors and academy trustees who bring a diverse range of skills, experiences, qualifications, characteristics and perspectives and who are from different backgrounds and settings will have a positive impact on setting the strategic direction for the organisation. All governors and trustees should have relevant skills and experiences to contribute to the work of the board along with the necessary commitment of time and energy.

### Creating a diverse board

A diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation. The DfE highlights the importance of diversity and wants governing boards to be increasingly reflective of the communities they serve. Monitoring and evaluating the diversity of your board may highlight a need for targeted recruitment to address specific gaps in experience and potential 'blind spots'.

### Attracting volunteers within a trust

MATs benefit from being able to attract new volunteers from across the trust community. For example, talent-spotting potential trustees governing at local level and encouraging those serving on academy committees to try different governance roles within the trust. This approach can help to build capacity and support succession planning. Findings from NGA research show that recruiting local governors is often the most challenging. It is key for academies to clearly outline the role and its responsibilities (as distinct from maintained school governors and academy trustees). Trust boards may wish to engage with recruitment services (see page 6) that offer packages tailored for trustee recruitment.

### Determining eligibility

Regardless of the type of vacancy and method of recruitment, individuals must be eligible for election or appointment to the governing board – they should not be disqualified from holding office under the relevant rules and procedures. An individual's eligibility to serve should be established in advance and monitored throughout their term of office. This includes applying for an enhanced criminal record certificate from the Disclosure and Barring Service (DBS). Your governance professional will be able to advise on necessary appointment checks.

### Inducting Volunteers

An induction should include a meeting with the chair, an introduction to the governance professional, meeting the headteacher/CEO and a tour of the school with an opportunity to meet pupils. We recommend that new board members are also assigned a mentor who can provide one-to-one support in the first few months. New governors and trustees should be provided with an information pack. We encourage boards to think about how this information can be provided in a way that is easy to navigate and refer to. As a guide, we recommend that it includes information that covers:

- » roles, responsibilities and conduct
- » the current context and priorities
- » how governance works in the school or trust

You can find out more: [For Schools & Trusts | National Governance Association \(nga.org.uk\)](https://www.nga.org.uk)





# Professional Development with the Institute of Education

Designed to empower colleagues and achieve higher pupil outcomes, our courses are delivered by active teaching practitioners and educational leaders with the content being evidence-informed, up to date and contextually relevant.

We also work with strategic partners to provide an exceptional training school offer. All of our professional development courses are delivered from our Centres of Excellence across the East Riding of Yorkshire and North Yorkshire.

1. Choose your training course
2. Choose your nearest Centre of Excellence
3. Complete our booking form to secure your place

For more information and course booking visit:  
[www.wlp.education/  
ioe-courses/](http://www.wlp.education/ioe-courses/)

## Training & CPD Courses & Events

The Wonder Institute of Education’s training content is evidence-informed, up to date and contextually relevant to classrooms and schools. Recognising that time is precious, we are delivering our training from Centres of Excellence across North Yorkshire and the East Riding of Yorkshire.

All Training Courses	Leadership Courses	Teaching and Learning Courses	SEND Courses
Safeguarding Courses	Governance Courses	Networking Events	Early Careers Teachers





# We Are Recruiting!

**Primary and Secondary Education**



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Partners:



**LONGCROFT**  
—SCHOOL AND SIXTH FORM COLLEGE—



**ESKDALE**  
SCHOOL



**CAEDMON**  
COLLEGE



**WHITBY**  
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