



# Kingfisher

# One Family

ISSUE 19

## with Wonder

## Introducing Kingfisher

A data management system

### Explore Wonder...

Woldgate School Rebuild  
Governance: Safeguarding Update  
Paralympian Sean Gaffney



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

# One Family

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## 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).



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# Wonder School Family News

## The Art of Perseverance

Paralympian Sean Gaffney visited Pocklington Junior School to inspire their workouts with hands-on circuit activities! The workouts allowed the children to understand the hard work that goes into being able to compete in the Paralympics. Sean also did an assembly on perseverance and how his determination has helped him. Pupils really enjoyed the circuits, got great exercise, and may even be inspired for the future Olympics!



## Inspiring Reading

Bringing the joy of reading to our pupils is something our family of schools aspire to. Stamford Bridge Primary School embraces this by presenting the new class reading book wrapped and addressed to the class with a tag describing the type of book. The anticipation from the class when they receive their wrapped book is fabulous to see and it is a joy to enrich their learning in other ways as they explore the text. The class book was *Fantastic Mr Fox* by Roald Dahl where children started drawing and annotating pictures based on the descriptions of the farmers.

# Wonder School Family News



## What was in the case?

In newsletter 16 we wrote about the Opening Doors approach to effective writing in one of our articles. A class at Melbourne Primary School had found a suitcase in their school grounds which has been the subject used in their creative writing to build mystery and intrigue. Who did the case belong to? How did it get there? What was inside? The class has used the suitcase as their inspiration over the last few weeks and recently got to open and explore the contents to continue their writing.

## A Cap for Yorkshire

We are so proud of Alex's cricketing achievements and wanted to share that he has got his cap for Yorkshire having been picked for the U12s team. Alex is a pupil at Woldgate School, and his first games were the T20s against Warwickshire in Sutton Coldfield - a long trip to represent his county, but worth it because they won! In the first game, Alex opened the batting and got the team off to a good start, which they subsequently won easily. The second game featured Moeen Ali's nephew opening the bowling and Moeen's dad was watching, as obviously Moeen is currently in Barbados with the England team. We are sure that he was impressed with Alex's batting, at 4 this time, his favourite position in the batting order. Alex got 45 not out and, with his teammate, got a partnership of 98 - just shy of a century, as his partner went to hit a 6 and was caught! Alex is getting to know his team mates well, having played alongside them for some time and is so happy to be representing his county. Well done, Alex; keep knocking them for 6!



# Wonder School Family News



## Careers Education, Information, Advice and Guidance (CEIAG)

Numerous career experiences for our pupils in Whitby have taken place with trips to a UCAS fair at Leeds Beckett University; the annual Maritime days for pupils to explore the different maritime careers available locally and nationally which is sponsored by Anglo American and held at Whitby Fishing School; a 'People Like Me' STEM workshop run by our career partner NYBEP; a STEM Conference for Year 9 pupils at York Railway Museum, organised by another of our career partners Inspiring Choices; ongoing Year 9 career one-to-one meetings and group work with Careers Lead, Ms Mackle and finally a Summer School at York St John University for some of our Year 10 pupils. Such an array of opportunities to enrich the pupils. Thank you to colleagues who secure these experiences.

## STEM & Sports Day

Our secondary schools' relationships with feeder primaries are so important to helping our future children feel a part of the school community and break down any barriers to starting their secondary education. Longcroft School recently celebrated their third Year 5 STEM and Sports Day. In collaboration with the School Sports Partnership, they welcomed over 400 pupils from local primary schools to take part in a variety of different sporting activities, as well as Science, Mathematics and Art sessions led by our school staff with help from the school's pupil Sports and STEM Leaders.

On the field, the children enjoyed events ranging from teamwork skills, literacy and numeracy through exercise, football and rounders as well as an opportunity to set a record in who could hit a ball the hardest with a cricket bat as monitored in a speed challenge.





## Kingfisher

### Data Management System

For secret Santa this year, a very kind colleague bought me a mug that says: “if you think I’m cool now, wait until you see my spreadsheets.” I’m using this mug with pride as I type because yes—I do think data is cool. I’d like to take this opportunity to say exactly why—and to talk about how we’re using data differently at Wonder.

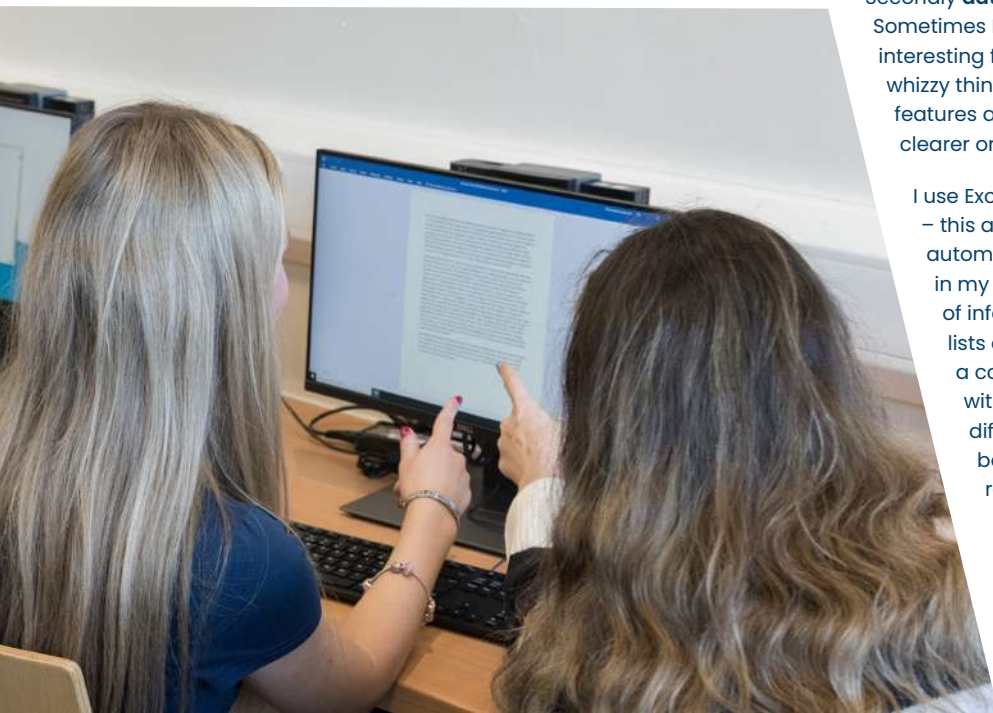
Firstly being charged, as we all are, with the progress of children is a huge responsibility. **Data can guide our actions to where they are most needed.** I like data because I like teaching – and I like teaching because I enjoy the feeling of helping children understand something or do something they could not do before. I enjoy making a difference and the feeling that someone else’s life is better because of something I was able to do. Data tells me what I can do to help people.



**Gareth Davies**  
Trust Head of Curriculum  
and Assessment

Secondly **data, if looked at correctly, saves time.** Sometimes I see spreadsheets with all sorts of interesting features and colours that do all sorts of whizzy things, but it is always worth asking who such features are actually for. Do they make the data clearer or do they just look nice?

I use Excel but I also use the developer tools within it – this allows you to write small pieces of code that automate and do creative things. I use it because in my roles over the years I have received a lot of information that comes in raw form such as lists and grades. The longer I spend in front of a computer decoding it, the less time I talk with pupils and colleagues. People make the difference. That is why data systems need to be quick and efficient, easily repeated and replicated.





Finally, **I like it when data tells me something I didn't know already.** I'm just going to say it – as a teacher, scatter graphs don't help me unless they have each child's name on it or visible. If they don't, I'm just looking at dots. Equally, if data is not contextualized then what is it actually telling me? Yes, your girls might be attaining higher than your girls in English GCSE, for example – but have you considered that in light of national trends – or even from their relative starting points? Never mind the gap in school between your boys and your girls – how are your boys doing against all boys nationally?

So yes, I do enjoy good data. What I enjoy most, however, is the data that I can use in the classroom. This is the weakness of many commercial data products. I wonder if it is because data systems are purchased by school leaders that so many dashboards and outputs tend to be aimed at school leaders. The insights at whole school level are sometimes fascinating, but I wonder how useful they are when actually planning a lesson or a seating plan.

**As a Trust we have developed a proprietary data management system called Kingfisher. It began fundamentally as a data display system for teachers and throughout its evolution, the focus on providing the best data possible for classroom teachers has remained key.**

## Kingfisher was designed to be distinct from other data management systems due to its four key principles:

**1** **It had to be simple.** The standard Kingfisher sheet is really just a bar chart with your children's names printed on it. The class is arranged from lowest progress (or attainment, depending on the sheet) on the left to the highest on the right. The names are 'stacked' in place to show how many children are at each stage.

You could perhaps imagine it's a race – with your class running from left to right. The children at the back are falling behind and need help to catch them up. The children at the front are way ahead and deserve praise.

From the very beginning, Kingfisher also needed to be simple so that it could be easily replicated, used in schools, and picked up by others to use and adapt. This was important so it would have longevity. We do have a live version that will speak directly to your MIS system and display the results in a web browser but its earliest version was an Excel sheet. (An Excel sheet with a few bits of additional coding but an Excel sheet nonetheless).

**2** Its absolute main function – and its primary purpose – was that **it had to be useful in classrooms by classroom teachers.** Graphs are terrific for overall trends and patterns. Summary dashboards are great for headline information. For the classroom teachers, however, it needs to be something easily accessible that features each children's name prominently.

It needed to be clear enough that it required no manual or instructions to understand what it is saying and it should be a companion for teachers first and foremost.

For this reason, from the very first draft, Kingfisher was developed with classroom teachers and every addition or amendment has come from honest feedback from colleagues. It has evolved because we shaped it together.



# 3

**It should ensure our time is spent where it is used best.** Time is precious. Analysing data eats time. The absolute best use of time for teachers and leaders in schools is for them to be working with children. A key aim for Kingfisher was to take away an administrative task so that all of our colleagues could focus on being the guardian, mentor, and support for the young people in our care.

Not only that, Kingfisher was designed to illuminate key patterns in the data so that strategic actions can be planned based on specific trends. Even the hardest working of us only has a limited amount of time and capacity – shouldn't it be spent where it can have the greatest good?

# 4

**It should try to tell teachers something they don't already know about their pupils.** Good teachers know their classes and they know their children and their individual strengths and weaknesses. Kingfisher should, for the most part, confirm a lot of what good teachers already know and provide validation.

However, because Kingfisher links to norm referenced data – the results of nationally standardised tests, the contextual data based on a wider national sample, or the performance of each child against a larger internal cohort – it will also try to show teachers something they don't already know.

This is because this system was built with the quiet child in mind. We considered the child who turns up to school doing the right thing day after day – the child who does not always have their hand up, perhaps doesn't get the highest test scores – and perhaps doesn't even earn as many in-class rewards as their peers. This child, like all children, deserves to be noticed and praised. That's why you'll find Kingfisher progress analysis helpful in highlighting the small victories of children who don't always stand out from the crowd.

**At Wonder every child matters – and this is as true of our data as it is our teaching and our ethos.**

## So why did we call it Kingfisher?

Kingfisher was inspired by the rural communities we serve. Through the canals in Melbourne and Pocklington, the river Derwent that passes through Stamford Bridge, by Beverley Beck or Figham Pastures, or the River Esk if you are lucky you might see one of these wonderful birds.

We named our data management system after them because we were inspired by their remarkable qualities and behaviours. Kingfishers look carefully. Kingfishers aim with precision. Kingfishers are swift and efficient in their responses and actions.

Kingfisher is more than just a name; it embodies our commitment to excellence in using data to improve outcomes for the children in our care.







# Estates & Compliance

## Woldgate School - DfE Schools Rebuild Programme

**It is a pleasure to share that after 2 years in the planning, working with the Department for Education (DfE) and Wates Construction, the DfE Schools Rebuild Programme started at Woldgate School and Sixth Form College on Monday 11th March. The multi-million-pound project will consist of a new teaching block, a new sports block consisting of a sports hall, activity studio, fitness suite and cafe and a multi-use games area (MUGA), these will replace the existing school facilities.**

The first phase of the work was to demolish a teaching block to create space for constructing the new teaching block. We have also created a separate haul road to give access to construction traffic so the main entrance and car park on the school grounds are not affected for our school transport and colleagues to use. The hoarding line and heras fencing were erected to create a construction site boundary and a new fire assembly area configured for the school to ensure safety is the top priority across the school grounds and throughout the construction site.

The work is progressing well with the completion of piling works w/c 10th June 2024 in preparation for the foundations for the new teaching block. All service diversions have been completed so the school and the construction site can operate independently, and new drainage and foul installation continues.

The Multi-use Games Area (MUGA) is due to be handed over to the school in late July 2024, with the teaching block due for completion in summer 2025 and the sports block November 2026. The overall project completion date is May 2027.

It is fabulous that colleagues, pupils, students and our wider community can see the progress being made and understand the benefits the new school will bring. The new school will include an atrium, auditorium, library, cutting-edge laboratories, computer suites, classrooms, and sports facilities, providing cutting-edge learning facilities and resources for the children of Pocklington and surrounding villages. A resource that will also be accessible to primary schools for children of all ages. The school also intends that outside of school hours, local residents and clubs will be able to use the new school and sports facilities. The proposals will ensure continuity of facilities for the school during the build process, including the retention of the existing buildings whilst the new buildings are built without the need for temporary accommodation.

# Governance

## Guidance to Safeguarding Updates

**Creating a safe environment for pupils is one of the most important duties of governing boards. A key resource that will help boards achieve this is the statutory guidance, *Keeping Children Safe in Education (KCSiE)*, which is updated annually, with the latest draft now available. All governors and trustees must read and understand KCSiE – part two sets out governing board responsibilities.**

Below are some key changes those governing should be aware of:

- » Your setting's child protection policy should contain the updated definition of safeguarding and promoting the welfare of children, found in **Part One, paragraph 3**. This has been amended to reflect the updated ['Working together to safeguard children 2023'](#).
- » In **Part Two, paragraph 93**, the [DfE Data Protection guidance for schools](#) is referenced. This guidance is designed to help governors and trustees understand and comply with their obligations regarding data protection law.
- » There is clarification in **Part Two, paragraph 171**, that where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Governing boards should, therefore, satisfy themselves that their school's approach reflects this.
- » The guidance relating to children who are lesbian, gay, bisexual, or gender questioning has been amended to reflect the draft non-statutory guidance, 'Gender Questioning Children'. However, the section remains under review, pending the outcome of the consultation—**Part two, paragraphs 205–209**.

Annex F of the guidance provides a full list of the changes. Although the changes that governors and trustees need to be aware of are relatively minor, any update to the guidance is an opportunity for boards to refamiliarise themselves with the statutory guidance and review their policies.

While compliance with the relevant law is key, effective safeguarding practices will start with cultivating a culture of safeguarding. Supporting an overarching culture of safeguarding and ensuring this culture is embedded will help ensure that safeguarding is a consideration for everyone in the school/trust with respect to everything they do. There should be an emphasis on staff training, so they know what signs to look for and what action they need to take if they have any concerns. Having a strong safeguarding culture will also ensure that pupils feel confident to approach a member of staff if they have a worry or problem.





## Safeguarding policies and procedures

A key factor that boards will need to consider when approving safeguarding policies is that they are compliant with the relevant law and reflect current best practice. In addition to this, governors and trustees should assure themselves that the policy is appropriate, reflects the characteristics of their setting, and suits the needs of their pupils. A well-drafted policy will also help demonstrate to stakeholders how seriously safeguarding is regarded in your setting.

## Staff and safeguarding

Governing boards should ensure an appropriate senior member of staff from the leadership team is appointed as the designated safeguarding lead (DSL). The DSL will lead on safeguarding and child protection, so those governing should seek assurances that they have the support, training, and time to carry out this role. Where appropriate, schools may also have deputy DSLs.

Although the DSL will lead on safeguarding and child protection, it is essential that all staff understand their roles and responsibilities and are able to discharge them. Boards should ask questions to ensure that all staff receive appropriate and regular safeguarding and child protection training.





# We Are Recruiting!

**Primary and Secondary Education**



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