



ISSUE 23

One Family

with Wonder

The Simple View of Writing

Explore Wonder...

Governance: New Ofsted Inspection

Safeguarding: Missing Child



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 23

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.



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**Merry
Christmas**

**From the
Wonder Family**

Wonder School Family News

Whitby Rebels Enriching Pupils

Drama pupils from Whitby School visited Scarborough's Stephen Joseph Theatre to see the hilarious true story of the 'Whitby Rebels'. The play documents (with some embellishments) the tale of Captain Jack Lammiman who set sail to the Arctic Circle following the voyage of his hero: William Scoresby. The play had an unusual set design and has given the pupils lots to think about in terms of set, lighting and sound effect use.



Expressing Artistic Talent

Children at Melbourne Primary School were fortunate to have an artist visit from local company Thread and Press. The children were taught how to make Bell Beakers as well as learning about the influence of Bell Beakers in understanding regions in Britain and Europe and migration through the various designs of the drinking vessel. The children thoroughly enjoyed shaping and designing their beakers.

Wonder School Family News



Inspiring Reading Initiatives

The 'Secret Reader' has certainly raised the excitement level for story time at Stamford Bridge Primary School. This is one of the initiatives launched to engage children in the joy of reading. The children get so enthusiastic in the buildup to find out who their secret reader will be. Other initiatives include children being readers of the week, encouraging children to share why they enjoy their book and creating book review audio buttons for the school library. We would love to hear what reading initiatives you have used in your setting.



The Greatest Robot Ever

We are passionate about providing opportunities for children that enrich their personal development as well as their learning. Year 4 pupils at Pocklington Junior School recently visited their community's local theatre to experience a live and interactive production by The Knotted Project, a theatre company for young people. The story follows Glitch, a little robot, who doesn't feel special like all the other amazing robots living in the junkyard. Glitch and his best friend, Shift, go on a quest to find the pieces that will make them stand out. The production was lots of fun for the children as they enjoyed dance and storytelling with interactive elements teaching them about resilience, friendship and wellbeing.





Wonder School Family News



Duke of Edinburgh Adventures

We are passionate about sharing the successes of our children both in and out of school. A couple of pupils from Woldgate School shared their Duke of Edinburgh (DofE) adventures with us.

"We decided to give ourselves a challenge that would take us beyond the walls of Woldgate School. Starting with some volunteer work with the Pocklington Rainbows and Brownies where we enjoyed working and spending time with the young children and teaching them skills such as how to safely cross the roads, how to care for each other and how to care for the environment. Other aspects were to complete physical activities for a minimum of an hour a week and practice a skill for a minimum of an hour a week. Our activities included dance, violin and yoga. Following this was our weekend expedition to Middleham and Bolton Castle near Scarborough. Part of the challenge was to complete the entire 3-day weekend, with no outside support or technology. We had to use our navigational and teamwork skills to complete a 3-day trek, along hills, wasteland, moors, quarries and farmland animals like goats, cows, bulls and sheep. These animals tested our patience, but we knew that we had to show them respect as we were 'temporarily invading' their habitat.

One of the best parts of our adventure was visiting and exploring the historical grounds of Bolton Castle, where we saw birds of prey, dungeons and battlements. We also saw the rooms where Mary Queen of Scots was imprisoned. This weekend proved that great friends bring so much joy, a sense of accomplishment and resilience and most importantly, greater friendship bonds to last a lifetime. We feel that we have achieved so much and as evidence of this, we have achieved our Silver DofE Award.



Wonder School Family News



Remembering

Longcroft has always enjoyed a close link with the armed forces – not least through its association with Leconfield and the 25 Training Regiment Royal Logistic Corps (RLC), which forms part of the Defence School of Transport. Many current and former pupils come from forces families, and several have served our country with distinction.



We were proud that Longcroft pupils Emily and Anna and former pupil Natalie were invited to perform The Last Post before Beverley Town's 2-1 victory over Bottesford Town recently.

The girls, members of Beverley's Church Lads' and Church Girls' Brigade, gave a beautiful rendition. The Last Post is considered the most well-known piece of music associated with Remembrance. Originally a bugle call used by the British Army in the late 18th century to signal the end of fighting and the security of the camp for the night, it was also used to call wounded or separated soldiers to safety.



Solid Foundations

Wonder Learning Partnership's journey with writing began with a learning walk in each primary. We identified the parts of the writing process that we really liked, identified gaps and planned a writing curriculum to address these areas. 18 months later, we are really proud of where we've come.

However, we are acutely aware that writing is not an isolated process. It is a cornerstone of both the primary and secondary curriculum; it is not only a mode of communication but also a tool for thinking and learning.

As part of the Trust's ongoing primary curriculum work, we have considered how The Simple View of Writing applies to the foundation curriculum.

The Simple View of Writing

The Simple View of Writing, proposed by Berninger et al. (2002), conceptualizes writing as the interplay of three core components: transcription, text generation, and self-regulation.

This model emphasises that writing proficiency develops through the integration of these skills, with each component requiring specific instructional focus. For example, while transcription skills are critical in early years, text generation and self-regulation gain prominence as children progress through primary school.



Kirsty McMurdo
Trust Head of Teaching and
Practitioner Development

Developing expertise

We know that disciplinary literacy is key to pupils seeing themselves as subject experts.

Research shows that pupils benefit from learning how experts in disciplines approach problems. For instance, scientists focus on precision and evidence, while historians analyse context, perspective, and bias in primary sources (Wineburg, 2001). And key to thinking like a subject expert, is the ability to communicate as one.

Across the primary foundation curriculum, we are providing opportunities for pupils to do just that.



Thinking like a... historian

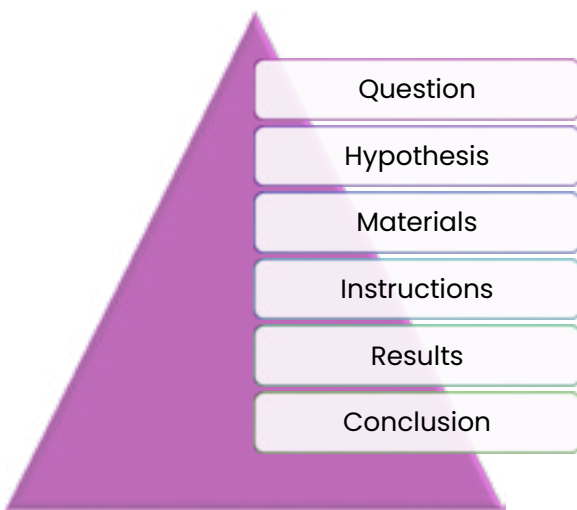
Our History curriculum is mapped to key substantive and disciplinary concepts (or thinking like a historian skills, as we call them).

In order to do this, we provide visual and written scaffolds design to build pupils' ability to talk, think and write like historians. They complement the substantive content and concepts within history lessons, ensuring that disciplinary knowledge is interwoven with core knowledge within the curriculum.

Thinking like a historian: significance



Historical significance focuses on how and why historical events and individuals are considered important. Historians think about what impact they had and why we still remember these people and events.	
Questions <ul style="list-style-type: none"> ✓ Who is this person? ✓ What did they do? ✓ When did they live? ✓ How is this person portrayed? ✓ How important was... ? ✓ Why were they significant? 	Sentence starters <ul style="list-style-type: none"> ✓ I think this person was significant because... ✓ They were a good / bad role model because... ✓ We remember them today because... ✓ They made important changes. One change was...



Thinking like a... scientist

Teaching pupils how to read and create scientific diagrams or interpret results from simple investigations helps them engage with science authentically. Research by Fang and Coatoam (2013) emphasises that integrating these practices improves pupils' comprehension and critical thinking skills in science, even at early stages. By embedding the unique language and inquiry methods of science into lessons, we aim to provide pupils with the skills, vocabulary and writing skills to think like subject experts.



Conclusion

Developing writing skills in the primary foundation curriculum is essential for, not only developing literacy skills, but for supporting pupils to see themselves as experts. By leveraging the Simple View of Writing and embedding writing instruction across the curriculum, we can support pupils to unlock the power of written expression, setting the stage for lifelong success.

Question: what question are you trying to answer?

- In this investigation, I am answering the question...
- In this investigation, I will be exploring...

Hypothesis: what do you think will happen?

- I predict that when _____, then _____.
- I hypothesise this because...

Materials: what will you need for the experiment?

- I will need _____ to help us with our investigation.
- I have chosen these pieces of equipment because...

Instructions: what will you do to carry out the experiment?

- To measure my results, I will use...
- To make sure our test is fair, I will...
- We will only change one thing at a time, which is called...
- During the experiment, we will observe by...
- It is important to record my data, so I will...

Results: what happened during the experiment?

- After completing our experiment, I will analyse the results by...

Conclusion: what did you find out?

- If I were to do this experiment again, I would...
- In conclusion, my results show that...

Key vocabulary

Data: The information we collect during our test.

Measurement: Finding out how long, how heavy, or how much something is using special tools.

Investigation: Looking closely at something to find out more about it.

Sample: A small group we pick to help us learn about a bigger group, like tasting a small piece of cake to know if the whole cake is tasty.





Estates & Compliance

Catering Manager Wins Regional Award

Kerry Murray, Catering Manager for Chartwells who provide the catering service to the school was nominated by Geraint Davies, Regional Manager for their 'Be a Star' Award following an email from Adele Pinder, Wonder Learning Partnership's Trust Director of Estates and Compliance.

Kerry was nominated for her 'can do' attitude, hard work, commitment and care in providing catering and hospitality to pupils, students and colleagues of the school. Kerry always goes above and beyond and gives her staff team her full support.

Kerry received her award from Geraint Davies and Adele Pinder, she will also attend a dinner for all regional winners. The Catering Team also received certificates and a voucher in acknowledgement for all their hard work, commitment and support.



Governance

Ofsted's New Inspection Handbook: What You Need to Know and What it Means

Ofsted is responsible for inspecting maintained schools and academies to make sure that they are providing a high standard of education. The NGA guide to Ofsted inspection has been developed to help governing boards:

- » know what to expect from an Ofsted inspection
- » understand what inspectors look at and some of the evidence they consult
- » take steps following inspection to support school improvement

Changes to inspection

Find out about recent changes to inspection following Ofsted's [Big Listen](#), including:

- » **the removal of single headline grades** (schools will still receive grades for the four existing key judgement areas) – Ofsted is developing report cards to replace this in 2025
- » **the removal of 'deep dives'** from ungraded inspections
- » a revised process for **pausing and deferring inspections**
- » **notice for all routine inspections** (graded and ungraded) in the form of a phone call will be given on a Monday with inspections to start on a Tuesday
- » **a new pilot approach to safeguarding reporting** – school leaders may be given 3 months to resolve safeguarding issues if the school is doing well in all other areas

Headline grades removed

The handbooks now reflect the government's decision to scrap single headline grades with immediate effect. Instead, reports will now only feature four grades across existing sub-categories: quality of education, behaviour and attitudes, personal development and leadership & management.

The updated guidance also makes clear that schools inspected will no longer be able to display Ofsted judgement logos as these relate to overall effectiveness. Schools inspected previously can continue to use the logos (on websites and banners, for example).

Monitoring threshold

Rather than using headline grades, Ofsted will now monitor schools placed in a 'category of concern' such as special measures or serious weaknesses or those rated 'inadequate' or 'requires improvement' in a key judgment area in their latest inspection.

Previously, schools given an overall rating of 'inadequate' or twice rated as 'requires improvement' were subject to monitoring inspections.



Ungraded inspection focus

Ungraded inspections do not result in individual graded judgements. Ofsted now says these inspections determine whether a school has “taken effective action to maintain the standards” identified at the previous inspection.

The previous handbook focused on whether the school remained the same overall grade as its previous graded inspection.

This is further to changes announced last spring that mean ungraded inspections no longer include ‘deep dives’, in a change “designed to reduce the burden on school leaders and allow more time and flexibility for inspectors to get to know the school, including its context and priorities”.

A new approach to safeguarding reporting

Ofsted is piloting a new ‘suspend and return’ approach this autumn. If there are safeguarding concerns but the school is performing well in all other areas, inspectors can withhold judgment and return in 3 months to complete the inspection.

This will only be the case if inspectors feel leaders can resolve the issues in that time period. In such cases, Ofsted will send a letter to schools to share with parents about the safeguarding issues identified.

Inspection timing

Schools inspected this academic year will no longer be able to use an overall effectiveness grade to work out when their next inspection will be. Ofsted will set out next inspection dates for these schools in September 2025 – they should not expect to receive an ungraded or graded inspection before then.

Ofsted has included an indication of inspection timing for schools last inspected before this academic year, although there is an acknowledgement that “the picture is now more complicated”. Paragraph 42 of the school inspection handbook provides further information.

The Monday phone call

To reduce anxiety around notification of inspection, Ofsted previously announced that as part of a pilot approach this autumn, it would give school leaders notice of an inspection on a Monday, with an inspection to start on a Tuesday.

The updated handbook points out that the phone call will be after 9.30 am and may come on a Tuesday if the school is open on a week that includes a bank holiday.

Deferrals in a multi academy trust

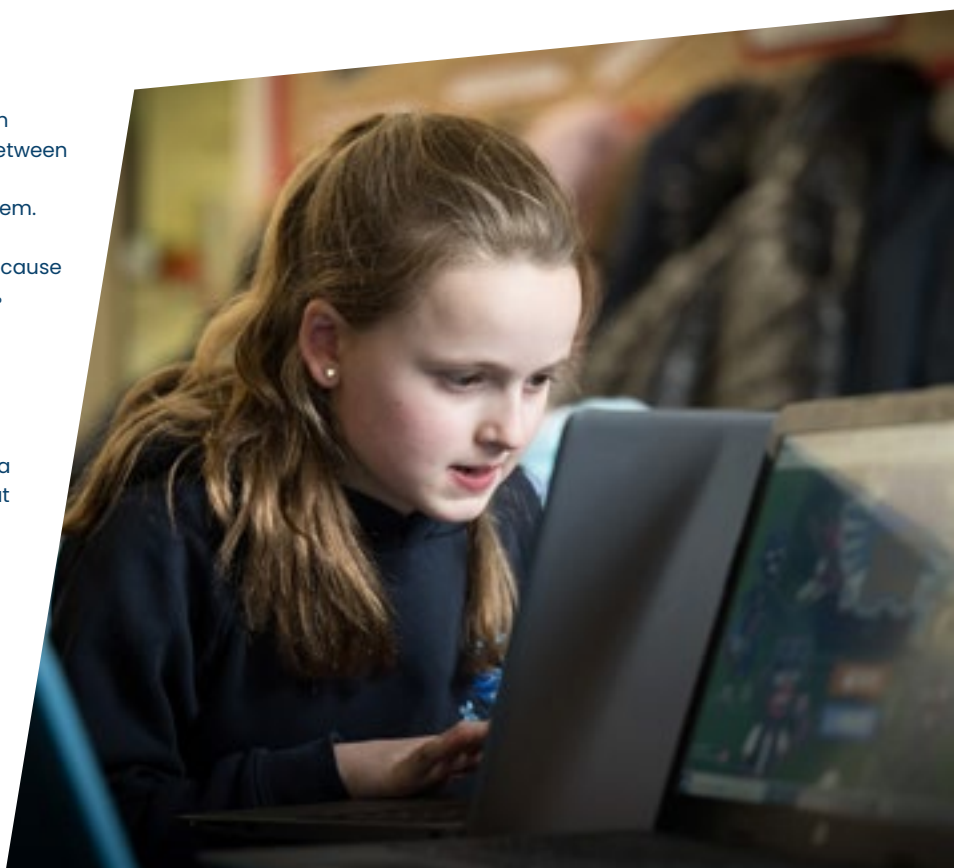
Last spring, Ofsted set out a new policy for deferring or pausing an inspection. This policy has been updated alongside inspection handbooks and now sets a clear expectation that deferral requests are made jointly by the headteacher and the trust.

NGA need you

As the frontline of accountability in the education system, governing boards act as a crucial link between schools, communities, and crucially, the central accountability drivers and bodies within the system. The movement in how inspection is framed is a moment to reflect for all boards. NGA say this because their survey results this year showed that 51% of respondents said Ofsted is the biggest factor influencing practice in your school/trust.

As the sector seeks to pivot away from the ingrained perception that one or two words can, in effect, identify who and what you are, there is a big question for boards to ask themselves – what will Ofsted and inspection mean to you going forward?

In the coming months, of course, it is imperative that governors and trustees maintain a thorough understanding of the changes at Ofsted and its evolving expectations.





Credit: North Yorkshire
Safeguarding Children
Partnership

Safeguarding Missing Child/Young Person

Why do children and young people run away?

Children may run away from a problem such as abuse, neglect, being challenged at home or they may run away to somewhere they want to be and/or someone they want to be with. In some cases, they may have been coerced into running away by someone else and there are clear links between children running away/going missing and child sexual and child criminal exploitation.

It is vital that the missing episode itself is not seen as an isolated incident but as a symptom of other ongoing issues. Whilst it is important to locate the missing child and ensure they return safe and well, there needs to be ongoing work to identify the causes of the missing incident/s and preventing them reoccurring is as critical.

What risks do children and young people face when they go missing?

The immediate and long-term risks associated with running away/going missing, include:

- » No means of support or legitimate income – leading to high-risk activities
- » Possible involvement in criminal activities
- » Becoming a victim of crime, for example through sexual assault and exploitation
- » Alcohol and substance misuse
- » Deterioration of physical and mental/emotional health
- » Loss of education and training
- » Inappropriate/manipulative/exploitive relationships
- » Being drawn into County lines/criminal exploitation
- » Substance dependency
- » Involvement in crime
- » Involvement in sexual / criminal exploitation into adulthood, and
- » Homelessness



When is a person missing?

A missing person is “anyone whose whereabouts cannot be established”. A person will be considered missing until they are located and their well-being or otherwise confirmed.

A child or young person is not missing if they are absent without authorisation or not where they are supposed to be. For example, this is when young people have not returned home and after a careful and thorough risk assessment their absence does not raise concern for their immediate safety or that of the public.

What should I do when I believe a child has gone missing?

Before contacting the Police, proactive attempts to locate the child or young person must be made.

When a child or young person is not at a location they are expected to be at, the reporting individual must take proactive steps to trace the child or young person’s whereabouts prior to contacting the Police and keep a record of the enquiries that they’ve made.



Proactive attempts to locate the child or young person should include:

Physical checks of the residence, the young person’s bedroom and any other location they may be hiding

- » Physical checks of any garden, garage, sheds, grounds and area(s).
- » Attempting to contact the missing person directly, via mobile phone, text, or social networking sites (i.e. Facebook/WhatsApp etc.).
- » Contacting the missing young person’s wider family and friends to ascertain if the child has made contact with them.
- » Where a young person is in care in a residential home, National Minimum standards require that staff actively search for young people when they are not where they are expected to be.

Where a missing episode involving a child in care does not necessitate a report to the police, details of the incident should be recorded in line with any care plans and other social care policies.

What if the child or young person’s location is identified?

If the child or young person’s location is identified, then they will not be considered missing. They are “**not where they are supposed to be**” and the **Police** should **NOT be called**.

Continue to make enquiries to ascertain the safety of the child or young person and proactively look for the young person. If the situation changes then re-evaluate.

If a child or young person is “not where they are supposed to be” but you believe that they are at “**risk of harm**” at the location they are known to be at, then REPORT them to the Police as a “**Concern for welfare of a child or young person at risk of harm**”. For example, where a child is staying over and refusing to leave a house where there is known drug dealing or in a residence of a known sex offender, a child or young person would not be classed as missing.

If they are NOT missing but are at risk. You must record and relay to the police your reasons/concerns for believing they are at risk.

If you believe the child has been abducted or forcibly removed, this is a HIGH RISK “crime in action” and should be reported to the Police immediately on 999.



What if I am unable to locate the child or young person?

If after your enquiries you cannot locate the child or young person, they **will** be considered **MISSING** and you should **report** them to the **police** as missing. When reporting a child or young person as missing to the police you should provide details of:

- » The child or young person, i.e. name, age, description and provide a photograph if available
- » The searches and enquiries you have carried out
- » Any mission action plans if available
- » Known associates such as friends, family, etc. who they may reach out to
- » The background of the child including any previous missing episodes and partnership information if available
- » Any physical or mental impairments that might impact on the child's level of development, functioning, understanding or appreciation of risk
- » Any presenting circumstances and any reasonably foreseeable risks, and
- » Any other information which may be relevant to assessing the level of risk to the child

The risk level will be assessed by the police based on the information and enquiries you have made. The risk grading will be decided by the police, and they will take the appropriate action.

Regardless of the police action unless advised not to do so by the police, for example in the case of serious risk of harm / high risk cases, you should continue to make enquiries and proactively look for the child or young person. Pass any further information onto the police, and if you locate or establish the whereabouts of the child or young person, their status changes to "absent without authorisation".

How will risk be assessed?

When a child or young person is considered missing, they will be risk assessed as follows:

Low

The risk of harm to the child/young person, or the public is assessed as possible but minimal. Proportionate enquiries will be carried out to ensure the child/young person has not come to harm.

Medium

The risk of harm to the child/young person, or the public is assessed as likely but not serious.

This requires an active and measured response by the police and other agencies in order to trace the child/young person and support the person reporting.

High

The risk of serious harm to the child/young person or the public is assessed as very likely.

This category almost always requires the immediate deployment of police resources. This will include a senior management officer being involved, appointing an investigating officer, police search advisers and possible press strategy.

What happens if the child/young person is found?

When a reported child/young person returns or is located and returned to a safe place other than by the Police, the Police must be notified as soon as possible by the parent or carer. At this point, the Childs' parents or carers will be asked if there is anything the Police need to know about or act on immediately. If there is, e.g. the child has been the victim of a crime whilst missing, the police will prioritise their attendance, if not, the Police will arrange for a 'Safe & Well Check' to be conducted as soon as possible but within 24 hours.

It is important to understand why they went missing, protect them from harm and prevent future missing episodes. The approach taken by professionals towards a missing child or young person can have a significant impact on how the child or young person engages with any subsequent investigations and protection planning. A supportive approach, actively listening and responding to a child or young person's needs, will have a greater chance of preventing the child or young person from going missing again and safeguarding them against other risks.

Where can I find more information?

For more information, please see the Missing from Home and Care Joint Protocol available from: <https://www.safeguardingchildren.co.uk/professionals/practice-guidance>





Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

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Family schools:



Melbourne
Primary School



Pocklington
Junior School



Stamford Bridge
Primary School



Woldgate
School
Of great merit, character & value

Friend schools:



LONGCROFT
School



Whitby
School

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