



ISSUE 24

One Family

with Wonder

Wonder Learning Spaces

Explore Wonder...

Governance: Pupil Premium
People & Culture: Prioritising Wellbeing
Family News: Living our Values



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 24

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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.



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Wonder School Family News

Living School Values – Heart, Thought and Vision

It is always a pleasure to recognise pupils who are rewarded for going above and beyond in their extra curricular activities. Congratulations to Olivia, a pupil at Longcroft School who was awarded the Sportsmanship Award at her dance school, NEON Dance, for 2024. Olivia's teacher Miss Shannon Nelson explained: "At NEON, we teach sportsmanship before we teach anything else. This is so important as a dancer. Both in and out of classes Olivia is always so helpful to others, brilliant with our up-and-coming dancers. Olivia is always the first to stand at the side of the floor cheering for her peers, whether it's her section or someone else's. She always makes an effort to stay and watch the older girls too. Olivia supports everybody and is always pleased for everybody else. I think every school needs someone as special and kindhearted as this lovely young lady is. She really brings something special to the studio!"

Congratulations Olivia!



Growth Mindset Role Model

Children at Stamford Bridge Primary School were ecstatic to meet Gladiator, Steel, as part of their learning on a growth mindset approach. Steel (aka Zack George) is a CrossFit athlete who is living his dream of being a Gladiator and inspiring young people as he was inspired by the original series when he was a child. The children were truly inspired by his stories of resilience and determination.

Wonder School Family News



Incredible Performances in Little Shop of Horrors

We cannot put into words the level of talent and professionalism showcased by pupils and students who performed in the latest Woldgate School and Sixth Form production of 'Little Shop of Horrors'. The show was a highly professional and entertaining production, with a large cast of pupils of all ages; incredible sets and costumes. We were amazed by the talent of the pupils, both on stage and in the orchestra, and they deservedly received a thunderous applause at the end of the show.

The pupils, teachers and support staff, worked hard since September on rehearsals and preparations to reach that level of professionalism and entertainment. Events such as these inspire us to get involved and try new things. For many pupils, this event will be the 'spark' that ignites a passion for performance, and this in turn can influence the course of a young person's life.



Wonder School Family News



Traditional Tales

Reception children at Melbourne Primary School started the year with the topic 'Once Upon a Time' which they have themed around the story of Cinderella. The children held their very own Cinderella Ball linking learning to the theme. The menu was planned where the children used their phonics segmenting and blending skills. The children dressed up in their finery to enjoy the feast ahead of the dancing.

Netherlands School Exchange

Twelve Sixth Form students from Whitby School recently participated in an exciting exchange program to Coevorden, Netherlands. The week was filled with enriching activities that combined education, culture and fun. Students attended lessons at a local school, gaining insight into the Dutch education system while interacting with their peers. They also worked alongside professional chefs to prepare authentic Dutch cuisine.

A highlight of the trip was a visit to a traditional Christmas market, where students immersed themselves in the festive atmosphere, enjoying local treats and crafts. The group also had the opportunity to explore Amsterdam getting a feel for the rich culture and history. An amazing opportunity to enrich the lives of our students.





Wonder School Family News

Teamwork, Resilience and Leadership

The Year 6 Residential for Pocklington Junior School proved to be an amazing opportunity to try new things, learn new skills, embrace teamwork and conquer any fears! We are very proud of the children who all demonstrated incredible resilience during this unforgettable adventure. It is always rewarding to see them being so supportive of each other and forming new friendships along the way.





Estates & Compliance

Wonder Learning Spaces

We are excited to showcase the first of our Wonder Learning Space refurbishment projects. Both Stamford Bridge Primary School and Pocklington Junior School have recently benefited from a new library specifically designed for them by their children and staff.

Working with Elvington based Playscheme, groups of children met with Playscheme designers to discuss their thoughts for library themes and features. As you can see here both projects are stunning displays of both imagination and craftsmanship.

Adele Pinder, Trust Director of Estates and Compliance, said "We are absolutely blown away by the finished designs in both schools. Being able to involve the children at the design stage has been really special and means so much more when we see the libraries completed. A huge thank you to Playscheme for working with the children and incorporating those small but important features that make each of our Wonder Learning Spaces unique to each school community."

Stamford Bridge Forest of Knowledge

What started as an idea on paper from the fabulous imagination of children has now become an incredible space to enhance learning and create a love of reading. The pupils and staff at Stamford Bridge Primary School are overjoyed with their new, purpose-built library which was officially opened by the school reading champions.

Nicola Massey, Headteacher, and Rachel Malster, Assistant Headteacher and Reading Lead, led the library opening with the children commenting, "At Stamford Bridge Primary School, reading



is at the very heart of everything we do. We are dedicated to instilling a lifelong love of books and nurturing confident, independent readers through a vibrant reading culture. The opening of our new library, the 'Stamford Bridge Forest of Knowledge,' marks an exciting milestone in this journey. It is a welcoming, high-quality learning space that will inspire curiosity, imagination, and a love for reading in all our children. We are incredibly proud to see our vision brought to life and can't wait to see our pupils explore and enjoy this wonderful new resource."

The drive to improve the love of reading is being led by Rachel Malster with the introduction of several initiatives including 'Secret Readers' which builds great anticipation for children who cannot wait to discover who will be reading their story! Children can also record reviews on button devices which allows other children to access information and be intrigued about the genre and stories their peers are reading.



Michael Carr, Special Projects Manager at Playscheme said, "The biggest thrill for us all at Playscheme has been seeing and hearing how much the children and staff at Stamford Bridge absolutely love their new library. The journey from hearing the children's ideas, to seeing the design take shape, to now being able to stand in this amazing library has been incredible."

There are so many beautiful touches to the design which uses natural wood and forest imagery to promote the peace and tranquillity a forest environment brings. The children are so happy all the animals that their classes are named after, such as, badgers, deer and rabbits can be found around the library too.

The children were ecstatic about being able to open the new library. Martha said, "It looks really intriguing, and I really like that all the class animals are part of the design." Eva commented, "It really makes me want to read more. There are lots of books to choose from." Kaleb added, "I feel so lucky to be a pupil at Stamford Bridge Primary School for so many different reasons. The library is one of them - we were allowed to have a say in how it was going to be designed and as a result of this we now have a spectacular library that everyone has contributed to."



Pocklington Junior's Sir Bob's Castle Library

Children and staff at Pocklington Junior School were bursting with excitement as they officially opened their new school library. The theme for the library, Sir Bob's Castle, was voted for by the children when Headteacher, Kelly Foxtan led on creating a new library space to help improve the joy of reading for all pupils.

Phase one of the library renovation saw Hull street artist and painter, Maniuko, transform the room with a mural of a dragon in a castle. Building on the theme of placing children at the heart of the design, the mural was created based on a school-wide competition. The art is stunning and prompted the children and staff to develop the theme further, which is how Sir Bob himself came to be! Working with sculpture artist, Lee Threadgold from Animated Objects based in Scarborough, all children had the opportunity for hands on artistic expression through shaping, moulding and painting to bring the idea of their incredible knight to life.

Pocklington Junior School is part of the Wonder Learning Partnership and is the most recent to have benefited from the Trust's Wonder Learning Space refurbishment programme. Children and staff worked with a local company, Playscheme, to design the library around Sir Bob and the castle's dragon. The result of which is a beautifully crafted library space complete with an ornate chair, turret, reading nook and built in chess board.



Kelly Foxtan, Headteacher, said, "It has been an absolute pleasure to be part of the refurbishment of our school library. I am immensely proud of how our children have actively contributed to the design and launch of this wonderful new space. Reading is incredibly important to us at Pocklington Junior School; it is truly at the heart of our school and curriculum.

We are deeply grateful to everyone who has worked with such passion and dedication to create this beautiful library. It is a space that will inspire a love of reading for years to come, and we are thrilled to see our children already embracing it with excitement and enthusiasm."

Chair of Governors, Sandra Burley, added, "I was very pleased to be at the opening of the new library at Pocklington Juniors. It was a lovely opportunity to see the finalised project up and running. There was a buoyant atmosphere with the school librarians eager to explain their role and show the assembled governors and visitors around with an explanation of how the library catalogue works.





The children are very excited and keen to share the library with the rest of the school. I believe this development will support our continued priority of making reading accessible, fun and build on our love of reading for everyone in the school."

The design features some lovely touches suggested by the children such as using a portcullis design over the seating area and traditional arrow slits engraved along the battlement effect used for the bookshelves.

Michael Carr, Special Projects Manager for Playscheme said, "It doesn't seem five minutes since a group of children from Pocklington Juniors visited Playscheme to design their castle themed library. We are so excited we could include many of their ideas in the finished installation. Everyone at Playscheme is delighted with the outcome. However, most of all, we are delighted that the children and staff at Pocklington Juniors love it too!"

Pupils taking on the role of librarians at the school welcomed visitors during the opening, explaining the various features within the library and demonstrating their love of books and reading. Poppy said, "I love the turret area, I could sit here and read all day." Other children commented that there are many more books available, and they enjoy helping other children choose what to read.



Governance

Pupil Premium Monitoring

The pupil premium is additional funding given to schools to narrow the attainment gap between disadvantaged pupils and their peers.

The governing board is responsible for ensuring that pupil premium spending is targeted at the right pupils and has an impact on their attainment and progress.

School leaders consider a number of factors when deciding how pupil premium funding should be spent. Plans to invest in areas such as improving teaching, extended support and tailored interventions should be explained to the governing board.

NGA's pupil premium monitoring tool sets out:

- » how pupil premium spending decisions are made
- » the evidence that supports decision-making
- » pupil premium strategy statement requirements
- » sources of information and data boards should refer to
- » questions to ask about pupil premium

Tackling disadvantage in education

Meeting the needs of disadvantaged pupils is fundamental to raising standards for all pupils in your school or trust.

Pupil premium eligibility

The following groups are eligible for pupil premium:

- » pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, including eligible children of families who have no recourse to public funds
- » children looked after by local authorities, referred to as looked-after children
- » children previously looked after by a local authority or other state care, referred to as previously looked-after children

The Department for Education (DfE) publish pupil premium funding rates each year.

- » Early years pupil premium is additional funding for eligible pupils aged three or four.
- » Service pupil premium funding is also provided to schools with eligible pupils (children of armed forces personnel) to provide pastoral support.



Deciding how the pupil premium is spent

School leaders consider a number of factors when deciding how pupil premium funding should be spent. All staff and the governing board should be aware of the characteristics of pupil premium eligible pupils (and non-eligible pupils likely to benefit from the funding, such as a child with a social worker).

Information and data relating to the following areas can help to identify barriers and support the assessment of pupils' needs:

- » behaviour incidents and exclusions
- » attendance, persistent absence and punctuality
- » safeguarding, wellbeing and mental health
- » language and communication
- » consideration of home circumstances

School leaders should be able to demonstrate how pupils benefit from pupil premium initiatives and how underachievement is targeted throughout the school, not just at lower attaining pupils.

The pupil premium strategy statement

All schools are required to publish a pupil premium strategy statement on their website using the DfE template.

- » The statement explains pupil premium spending decisions (and the evidence used to inform these decisions), the intended impact, and the effect of the previous year's funding.
- » Governing boards are responsible for ensuring that their school meets the DfE requirement to publish their pupil premium strategy. This is an important responsibility and should be kept under review through the governing board's monitoring cycle.
- » The strategy statement also serves as an action plan that governing boards can monitor.

School leaders are responsible for writing the strategy, however, the process of compiling it should be collaborative. Boards should be able to see how the strategy is focused on raising attainment for disadvantaged pupils and how it reflects the school's vision and strategic priorities.



Governing board reports

The governing board (or delegated committee) should receive regular reports from school leaders in between annual strategy statements (once a term, for example) that cover:

- » the number of pupil premium eligible pupils
- » spending to date
- » an assessment of spending against outcomes referred to in the strategy

Internal progress and attainment measures

The governing board should look at internal progress and attainment measures for pupil premium eligible pupils as evidence that the funding is having the intended impact, and to inform their questions to school leaders about the strategy.





People & Culture

Source: Schools in Mind
(Anna Freud)

Leading a school or college that prioritises wellbeing

In order to change and improve the culture and ethos of a school or college it is vital that any strategies to support staff wellbeing are led by the senior leadership team. Below are things to consider when leading a school or college that prioritises staff wellbeing.

1. Model good working practices and self-care - this can include encouraging and taking regular breaks, finishing on time, regular meetings with line managers, and asking for help and support when needed. It is not enough for SLT to talk about doing these things, they need to model that they do them too.
2. Communicate clearly with staff - particularly around any changes that might be taking place at school. If possible, consult with staff about changes and offer reassurance. Remember to also feedback on the positives and things that are going well.
3. Encourage a sense of community - this can be done by allowing opportunities for all staff to get together (reinforcing that all staff are important) and having non-work-related activities and clubs for staff.
4. Keep staff wellbeing and development on the agenda - offer resilience-based workshops for staff to help normalise the process of speaking about wellbeing. This can be done via lunch time seminars and inset days and can include topics such as managing stress.
5. Create a culture of that encourages feedback - provide staff with regular opportunities to feedback on any thoughts or concerns regarding staff wellbeing and how to improve it. This can help to develop a more inclusive culture.



Ways to Improve Your Own Wellbeing

The following steps can help you to look after your mental wellbeing:

- » Knowing personal limits and having the ability to say 'no' when necessary. This helps you to have more balance in life and will enable you to take better care of others.
- » Identifying supportive people that you have in your life. If you would like to increase your support networks then you might consider taking up new hobbies or activities. You can also speak to a professional for more support.
- » Talking. There are times when challenging situations affect us emotionally. If you have had a difficult day at school, try to speak to someone before you leave school as this can then help you to process how you are feeling, ask for support and separate your work and home life.
- » Being flexible around change. Even with the best plans, sometimes unexpected events or situations occur. Our ability to accept change and plan and adapt can help us to manage any potential feelings of stress and anxiety and cope better overall.
- » Self-compassion. If you take some time to stop and reflect on the thoughts in your head, are they more positive or critical? Once you have identified any negative thought, you can begin to introduce more positive thoughts and 'turn the volume down' on the critical voices.



The importance of Staff Wellbeing

Good staff wellbeing can have a number of benefits for schools including:

- » positive impact on pupils, including improved educational outcomes, as both staff and children and young people are more engaged
- » increased productivity of staff members
- » reduced absences from work in relation to sickness (both short term and long term)
- » staff being able to manage stress better and develop healthier coping strategies
- » improved job satisfaction, which can support retention
- » staff feeling valued, supported and invested in.

Finding Advice and Guidance

[Education Support, supporting teachers and education staff](#)

[5 steps to mental wellbeing - NHS](#)

[Home : Mentally Healthy Schools](#)

[Schools in Mind | Anna Freud](#)





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Trust schools:



Melbourne
Primary School



Pocklington
Junior School



Stamford Bridge
Primary School



Woldgate
School
Of great merit, character & value

Family schools:



LONGCROFT
—Schools for the future—



Whitby
School

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