



One Family

ISSUE 31

with Wonder

Welcome to the new Woldgate School

Explore Wonder...

- Safeguarding: Information Sharing
- Governance: School Food
- Opening Doors: Excellence in English



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

ISSUE 31

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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.



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

Welcome to the new Woldgate School



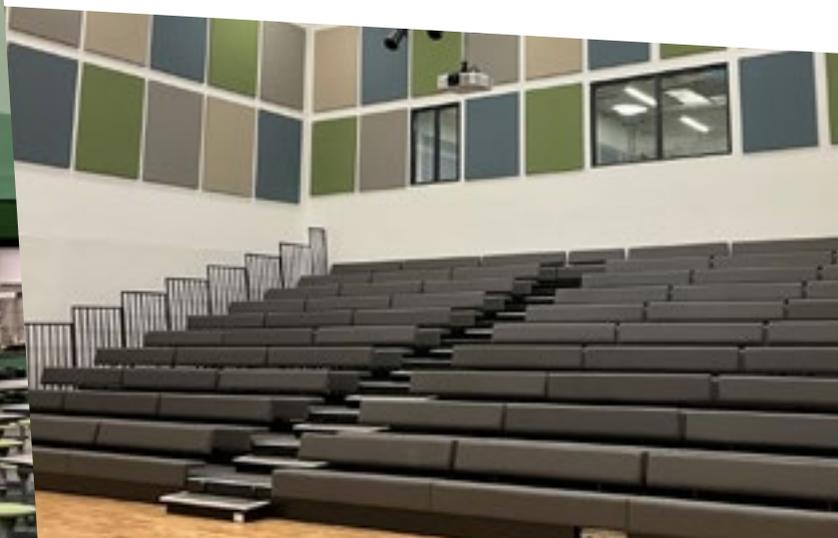
Woldgate School

Of great merit, character & value

It is with immense pride we showcase the opening of Woldgate School's new school building which is part of the Department for Education's (DfE) Schools Rebuild Programme. Phase one sees the opening of the main teaching block which houses state-of-the-art science and technology facilities as well as an atrium, main hall and three-storey teaching and learning facilities.



Wates Group, the appointed contractor to lead the project, has worked closely alongside the Wonder Learning Partnership's Director of Estates, Adele Pinder and the Woldgate School to bring this project to fruition. We feel very fortunate for our children to have this incredible learning environment which is Net Zero Carbon in Operation (NZCio). Further phases will see a new sports hall which will be available for community use as well as improved landscaping to provide increased bus capacity on site.





The school has also benefited from numerous opportunities for the children to learn more about the construction of the building and the encouragement of women in STEM through Wates' social values programme. This has been invaluable in enriching the personal development of our pupils.



The new school creates an environment that will nurture a love of learning with facilities to take teaching to another level which will benefit generations of learners to come.





Wonder School Family News



Longcroft School's Outreach Transition

Longcroft School believes in community and as part of their school transition programme colleagues visit local schools to give them a taste of secondary school learning. Mr Worthington recently visited Kingswood Parks Primary School with a science lesson on the Circulatory System. As part of Longcroft's outreach and transition work, he delivered a secondary-style science session to Year 6 pupils, bringing biology to life with real-world demonstrations. The highlight of the lesson was a heart dissection, where pupils were able to see the internal structures of the organ up close, sparking curiosity and awe. Mr Worthington also demonstrated how lungs inflate, helping pupils visualise how oxygen travels through the body. The session was designed to give primary pupils a taste of the exciting and practical learning they can expect at secondary school. It was fantastic to see how engaged and enthusiastic the pupils were. Their questions were thoughtful, and their reactions showed genuine interest in how the human body works. This visit is part of Longcroft's commitment to building strong links with local primary schools and supporting pupils in their journey to secondary education.

Mental Health and Wellbeing

Pupils in Year 7 and Year 8 at Whitby School took part in a special Mental Health and Wellbeing afternoon designed to help children explore different ways to relax, recharge and look after their wellbeing. Pupils enjoyed a fantastic range of activities including a 'flash-mob' dance workshop, learning relaxation & meditation techniques, games and writing notes of kindness to friends and teachers for the 'Positivi-tree'!

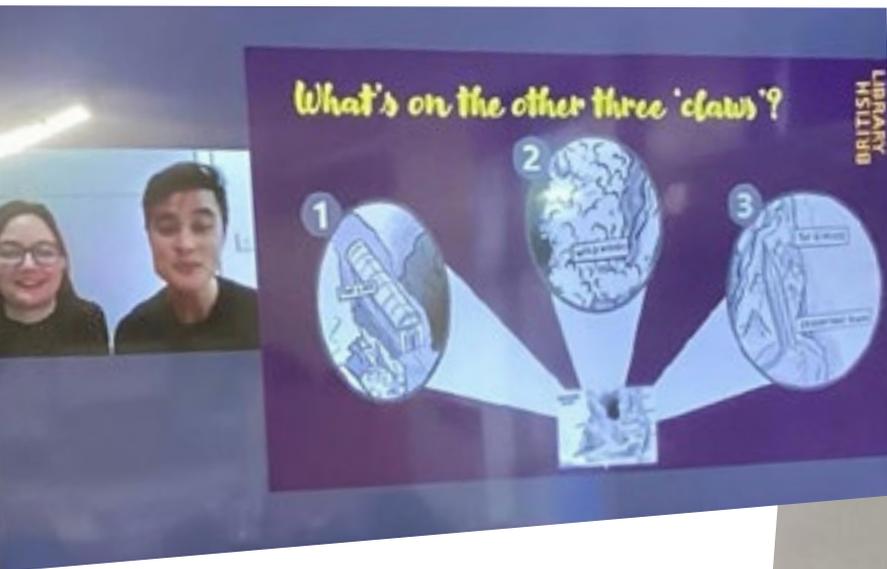
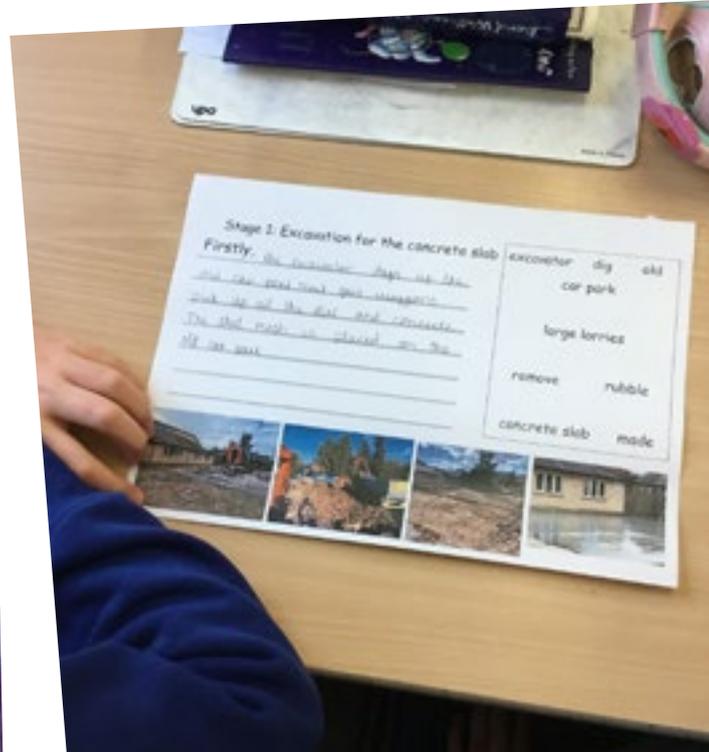


Wonder School Family News



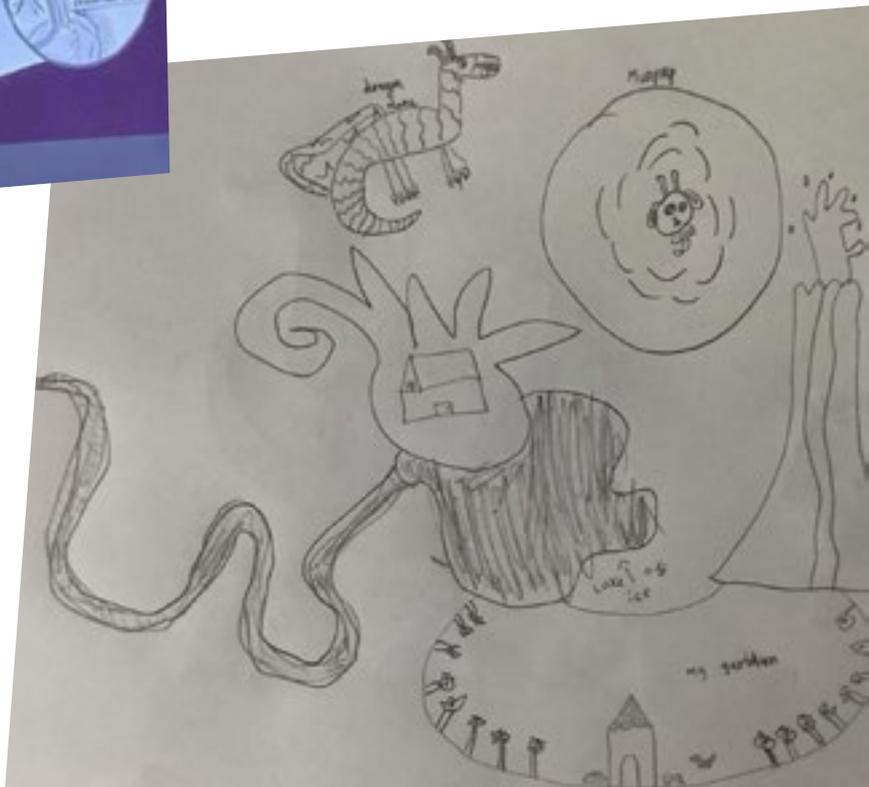
Extending Learning

Pupils at Pocklington Junior School have benefited from learning about the construction industry as part of their school extension funded by the East Riding of Yorkshire Council. Mr Page from JP Developers has visited numerous classes across the year groups to provide workshops on how the extension is being built as part of the children's science learning. He taught about the changing state of the materials for the concrete mix and how steel mesh is used to reinforce the concrete slabs. Real-life learning is invaluable to our children and their curiosity, thoughtfulness and eagerness to learn has really shone through.



Live Library Event

Year 3s at Stamford Bridge Primary School enjoyed a live event from the British Library, 'Step inside your fantasy adventure'. Authors Katie and Kevin Tsang of the Dragon Realm series and illustrator Vic Schwarz guided the children as they created maps, potions, portals and characters for their own fantasy stories. The children's imagination flowed as they excitedly created their own unique characters.





Wonder School Family News



Melbourne Primary School Children Support Local Food Bank Through Harvest Festival Donations

Melbourne Primary School has demonstrated the power of community spirit as part of their annual Harvest Festival celebration. Pupils, staff, and families generously gave food donations for the People's Pantry food bank in Pocklington.

The school places great value on community and teaching the children how kindness and compassion can really make a difference. These contributions of non-perishable items such as tinned goods, pasta, rice, and cereals will help support individuals and families in need across the local area. The donations were gratefully received by Heather Davidson, Trustee and Chair of The People's Pantry.

Headteacher Vicky Burdett said, "We're incredibly proud of our children for showing such kindness and enthusiasm. The Harvest Festival is a special time to think about the importance of sharing and supporting others, and learning about the work of the People's Pantry helps them understand the real impact their contributions can make in the community."

The pupils commented, "It was really interesting to see where the food we collect is sent and we also got to help sort it out for the shelves. Heather explained to us how the donations help the community and make a difference to families in our area."



Melbourne Primary School: Opening Doors to Excellence

Melbourne Primary School Teachers Share Expertise at National English Education Forum



Melbourne Primary School is proud to announce that two of its teachers, Sam Parkinson and Emma Darwin, were invited to speak at the prestigious **Opening Doors to Excellence for All** forum, hosted by The English Association at Senate House, University of London, on 7 October 2025.

The event brought together educators from across the country to explore innovative approaches to English teaching. As part of the afternoon workshop programme, Sam and Emma led a session titled **"How We Use the Opening Doors Approach to Align with the New DfE Writing Guidance"**, sharing practical strategies and insights from their work at Melbourne Primary School.

Their presentation showcased how the school has successfully embedded the Opening Doors principles into its curriculum, helping pupils engage and develop their writing skills. The school is part of the Wonder Learning Partnership whose schools are also benefitting from Sam and Emma's insights.

Mr Parkinson said,

"I was honoured to be invited to present at the **Opening Doors to Excellence for All** forum alongside Emma. It was a valuable and inspiring experience — listening to the journeys of other schools and to key members of the English Association speak about the national picture of writing deepened my understanding of current developments. The event reaffirmed the importance of ambitious, inclusive approaches that open doors to excellence for every pupil."

The forum, now in its second year, uses case studies by teachers for teachers as part of a wider movement to promote excellence and equity in English education.

More information about the event:

[The English Association](#) | [The English Association](#)

Information about Opening Doors:

[Searching for Excellence – Home of the Opening Doors Educational Book Series](#)



If your school is interested in learning more about how Melbourne Primary is using the Opening Doors approach to English, please contact Headteacher Vicky Burdett
admin@mcps.org.uk





Pocklington Junior School: Every Step Counted

A huge well done to colleagues at Pocklington Junior School who arranged and took part in a fundraising 10k run/walk in aid of a seriously ill colleague. Over £7,000 has been raised to date for the Marie Curie and Pocklington Lions charities chosen by our colleague. This is a heart warming example of how community is at the heart of each of our schools.



Pocklington Junior School

Since completing the fundraising, it is with immense sadness that our colleague Tracy sadly passed away following a short illness.

Tracy first started working on and off at the school in 2002 but became a huge part of the Pocklington Junior School family 9 years ago. Tracy worked in our school kitchen where she served both a smile and delicious food to our staff and children every day.

Tracy was a much-loved member of our team who will be deeply missed. Our thoughts are with Tracy's family and friends during this difficult time.

Safeguarding

Information Sharing

Credit: North Yorkshire
Safeguarding Children Partnership



Why is information sharing important to safeguarding?

Information sharing is vital to safeguarding and promoting the welfare of children, young people and adults. All information sharing must be in accordance with the **Data Protection Act 2018 (DPA)**. Additionally, **Working Together to Safeguard Children (2023)** continues to outline specific guidance on information sharing to ensure the safety and welfare of children, with the guidance continuing to emphasise the necessity of multi-agency working, and makes clear the joint functions of all delegated safeguarding partners.

Effective and appropriate information sharing between practitioners, local organisations, and agencies is crucial for early identification of a child's needs, assessment, and service provision to ensure their safety as well as a better understanding of any contextual factors, as no single practitioner can have a complete picture of a child's circumstances.

A key factor identified in many Safeguarding Practice Reviews (SPR) and Safeguarding Adults Reviews (SARs) has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

What are the key things I need to consider when sharing information?

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard children, young people or adults at risk of abuse or neglect. No practitioner should assume that someone else will pass on information which may keep a child, or young person or adult at risk safe.

Practitioners should use their professional judgement when making decisions on what information to share and when. They should follow their organisation's procedures, any information sharing agreements in place with their organisation and their partners and consult with their legal department/seek legal advice if in doubt. **The most important consideration is whether sharing information is likely to safeguard and protect a child, young person or adult at risk.**

For adults at risk, you should consider:

- » Has the person consented to the sharing of information?
- » Is it in the adult's vital interests to prevent serious harm or distress or life-threatening situations?
- » Is it in the public interest, e.g., there is also a risk to others?
- » Whether the adult has care and support needs
- » Is the adult at risk subject to coercion or undue influence, to the extent that they are unable to give consent?
- » Does the adult lack the mental capacity to consent to a referral to Adult Social Care, and it is in the adult's best interests?

HM Government provides advice for practitioners regarding information sharing for the purpose of safeguarding children. Although intended for safeguarding children and young people, the principles of the guidance also apply to adults.



It identifies the principles of information sharing as:

- » **Necessary and proportionate** – Consider how much information needs to be released. Don't share more data than is necessary to be of use is a key element of the DPA and consideration should be given to the impact of disclosing information about a person to any third parties. It must also be proportionate to the need and level of risk.
- » **Relevant** – Only information that is relevant should be shared with those who need to know. This allows others to do their job effectively and make informed decisions.
- » **Adequate** – Information should be adequate and proportionate to its purpose if it is disclosed. Information should be of the right quality to ensure that it can be understood and relied upon.
- » **Accurate** – Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical, then this should be explained.
- » **Timely** – Information should be shared in a timely way to reduce the risk of missed opportunities to offer support and protection to a child or adult. Timeliness is key in emergency situations, and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.
- » **Secure** – Information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.
- » **Record** – Information sharing decisions should be recorded, whether the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. Information should also be kept in line with the organisation's retention policy and not for longer than is necessary.



Information must be shared appropriately

Be open and honest with the individual about why, what, when and with whom the information will be shared unless it is inappropriate to do so. Seek advice from other practitioners or speak to a line manager or seek legal advice if you are in any doubt about disclosing the information.

The Data Protection Act (2018) and Human Rights Act (1998) are not barriers to prevent information sharing but provide a framework to ensure information is shared appropriately. Where possible, unless it is unsafe or inappropriate to do so, information should be shared with consent; however, information can be shared without consent if in your judgement there is a lawful basis to do so, as outlined above.

For more information please see the HM Government '**Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)**'



School Food: The role of Governing Boards

Schools play a significant role in supporting pupils to develop healthy habits and behaviours that extend into adulthood. Governing boards have a statutory responsibility to ensure adherence to School Food Standards and are crucial in establishing a positive school food culture.

The NGA school food guidance covers:

- » understanding school food provision and standards
- » making provision inclusive
- » free school meals
- » how to influence and monitor your school food offer

Understanding school food provision

Governing boards need to understand provision in their own setting to enable informed conversations and decision-making. Use the following prompts to help you gain insight.

Do we meet the school food standards?

The school food standards are designed to support children to develop healthy eating habits and help school caterers to meet this need. A child's healthy and balanced diet should consist of:

- » plenty of fruit and vegetables and unrefined starchy foods
- » some dairy, meat, fish, eggs, beans and other non-dairy sources of protein
- » a small amount of food and drink high in fat, sugar and salt

DfE guidance sets out an exhaustive list of what is expected under the standards and how schools may achieve this in practice with respect to each of the food groups mentioned above.

Managing food allergies and intolerances

Food allergies and intolerances must be taken seriously in schools. Schools and catering teams should work closely with parents and carers to ensure that children with medical conditions, allergies and intolerances are fully supported. This includes making sure that any menu changes still meet the needs of pupils with special dietary requirements. For more information, see the [DfE's allergy guidance for schools](#).

Is our provision inclusive?

Exploring different cultures

School food should form a fundamental part of the educational journey, offering opportunities to explore food from other cultures and dietary requirements, while also offering familiar dishes to pupils from different cultural backgrounds. Alliance in Partnership has produced a blog for schools promoting diversity through the lunch menu.

Meat free

Providing a range of filling and nutritious vegan and vegetarian options is also important, particularly as more people choose to reduce or eliminate animal products from their diet.

Cost

Boards should consider the parity of experience for children in receipt of free school meals (FSMs) – these pupils should have access to a nutritious, balanced lunch without cost being a barrier. It is also important to consider the social aspect of lunchtime for pupils in receipt of FSM, such as a discreet payment system and an option to sit with their non-FSM peers.

There are also children living in poverty who are not entitled to free school meals. Offering or signposting support such as food banks, community fridges and social supermarkets can help to support these families.

As part of taking a whole school approach, governing boards may also consider and monitor the provision of food when pupils are outside of school, such as school trips and work experience.



Free school meals

Eligibility

Free school meals (FSM) are currently available to pupils whose parents are in receipt of one or more benefits listed in the [DfE's FSM guidance](#), which includes transitional arrangements during Universal Credit rollout. Schools also benefit from pupil premium funding for each pupil in receipt of FSMs.

From September 2026, FSM eligibility expanded to include all children in households receiving Universal Credit, regardless of earnings. However, it is important to note that pupil premium eligibility will remain linked to income-based FSM, not the broader Universal Credit group.

The government has explained that schools should prepare for the increased number of meals they may need to provide over the 25/26 academic year. Boards should consider the potential financial implications of the expanded free school meals entitlement, including the cost of providing additional meals to newly eligible pupils.

All children in Reception, Year 1 and Year 2 also receive a FSM under the Universal Infant Free School Meals Policy.

Identifying eligible families

Boards should be confident that the school has done all it can to identify and offer FSMs to all eligible families. The DfE provides an [online eligibility checking facility](#) and a [model registration form](#) for schools to use within their enrolment process. Those that become eligible after enrolment may not be aware, so it is also worth communicating with parents/carers intermittently to remind them of the criteria. It may also be helpful to promote other types of support linked to free school meals (such as food banks and other community services).

Currently, take-up of school meals is variable, affected by quality, accessibility and image. Increasing take-up of both free and paid school meals will lead to a more economically efficient system. It will ensure more children access more nutritious food, reduce stigma, and boost the benefits of a whole school approach.





How boards can influence provision

There are many ways in which governing boards, working at a strategic level, can raise the status of school food and increase its impact.

Make school food part of your strategy

Ensuring clarity of vision is the first core function of every governing board and is integral in helping develop and deliver the school food strategy. Identifying strategic goals for the health and wellbeing of pupils, building the expertise of staff, and linking them to outcomes in other areas – such as academic learning and behaviour – will have a demonstrable impact.

[DfE guidance on school food culture](#) prompts schools to identify a member of senior leadership and the governing board to have specific oversight of school food provision and education.

Develop a school food policy

DfE guidance encourages schools to develop a whole school food policy that sets out food provision, food education (including practical cooking), the role of the catering team as part of the wider school team and the strategy to increase the take-up of school lunches. A successful policy will also make clear the school/trust's arrangements for:

- » healthy packed lunch rules
- » vending and drinks
- » stakeholder engagement
- » the curriculum and extra-curricular activities
- » pastoral care and welfare issues

Consideration of the school food offer should be linked to wider school processes and policies. For example, governors should ensure that the school budget and charging policy make adequate provision so that all pupils can access ingredients and resources needed for cooking or other food-related activities as part of the curriculum.

Stakeholder engagement

Engaging stakeholders and partners in developing the school food offer is one of the most powerful ways to improve and maintain provision. Recommended methods include:

- » parental engagement such as consultations, well-communicated information and events
- » engaging with local community groups and schemes such as school nurses and food groups to set up initiatives like cooking and gardening clubs
- » using pupil voice – involving pupils in feedback and decision-making around school food
- » school nutrition action groups (SNAGs) that involve pupils, staff, governors/trustees and community partners in developing the school food offer

Establishing links with specialist partners can assist where time and resources present a barrier.

There are many national and local initiatives that schools can access:

- » Change4Life
- » National School Meals Week
- » British Nutrition Foundation Healthy Eating Week
- » What Works Well





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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
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