A portrait of Vincent van Gogh, showing his characteristic red beard and intense gaze, set against a dark, textured background. The portrait is the central focus of the top half of the cover.

# ISSUE 33

# One Family

## with Wonder

## Subject Knowledge Immersion

### Explore Wonder...

Governance: Effective Teamwork

Safeguarding: Parental Mental Ill Health



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

# One Family

ISSUE 33

## with Wonder

## Welcome to the Wonder Learning Partnership

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

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

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“Wonder is the beginning of wisdom” Socrates

## Our Values

### Educate

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

### Empower

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

### Engage

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

### Enrich

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

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



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

# Wonder School Family News

## Longcroft Welcomes Japanese Friends

Longcroft School had the wonderful opportunity to welcome a delegation from Futaba in Japan as part of a cultural exchange visit to the region. Futaba had to be evacuated following a devastating earthquake and is currently in the process of being rebuilt. Officials from the area who are leading the redevelopment were joined by Education Board Members, the Superintendent of Education and a range of teachers amongst others to explore our school and education system as they prepare to build a new school for their community.



The delegation also included pupils from Year 8 and 9 at Futaba Junior High School. It was a pleasure to introduce them to life at Longcroft and representatives from the student body presented to them before touring areas of the site and engaging in some cultural exchange tasks. Visiting pupils learnt about school life in the UK, and our pupils learnt about school life in Japan.

Philip, a former East Riding pupil, moved to Futaba-machi to teach children English and he now works at the Futaba Town Board of Education. He has facilitated a number of visits for Futaba educational representatives and is keen to work with the school and local authority to strengthen the opportunities for young people to take part in cultural exchanges.

Shiro Izawa, Mayor of Futaba town said: "We would like to extend our heartfelt thanks to the Longcroft School for kindly hosting a visit by our Futaba Town delegation. Through this international exchange programme, we truly look forward to promoting interaction among the students and fulfilling mutual learning experiences between our two towns, deepening their friendship and further strengthening their relationship through continued cultural and educational exchanges."

Mr Perry said: "It was a privilege to welcome the Futaba Town delegation to Longcroft School and Sixth Form. It has brought great excitement across our community and it was wonderful to see the children interacting together and embracing this special opportunity."

Year 12 student Anna said: "It was interesting to compare the way education works in Japan with my own experience. I enjoyed the cultural exchange." Mr Perry added: "As part of our commitment to a holistic education, we actively seek to provide our young people with a global perspective as they prepare to take their next steps in an ever more interconnected modern world.

We are hopeful that today marks the start of a relationship that continues to provide wonderful moments for the communities of both Beverley and Futaba as we learn and grow together."



# Wonder School Family News



## Design and Technology Dream Space

Woldgate School and Sixth Form is delighted with its new state of the art design and technology facilities with industry-standard equipment. The specialist CAD (computer-aided design) facilities include laser cutting, CNC milling, 3D printing and vinyl cutting. The school's curriculum is creative and diverse; supporting pupils in learning and developing a broad range of skills as they progress through the school utilising the fantastic facilities.

## Design and Technology

As pupils progress to Key Stage 4, they develop a more independent style and can select their own materials and processes. Examples include a design of a self-assemble car for children, aiming to develop motor skills. Materials used included plywood and vacuum-formed high impact polystyrene over pieces to create a lovely casing. The car was held together using dowels, living hinge strips and magnets.



# Wonder School Family News



At A-level, students write their own design brief and work with a live client. One student had a keen interest in sport and therefore focused his project on gym equipment, more specifically ergonomic grips to use at the gym. The development process included lots of trials, models and testing to select the best material, shape, finish and mechanism. Another who is a talented seamstress chose to design and make a corset for a specific client's need for her final project. She used Angelina fibres and a range of fabrics to create a beautifully constructed corset.

## New Processes and Technologies

Foam concept modelling, using the new hot wire cutters, allows students to produce quality prototypes to evaluate and refine prior to production. This process is embedded across all key stages, and we have found a wonderful supplier for our foam!

The Thermoforming Centre allows pupils to vacuum form, dome blow, as well as general heat forming processes for polymers. Additionally, the centre allows us to teach injection moulding, plastic welding and extrusion processes. We are looking forward to using this in the forthcoming polymer project in Year 9.

## Food Technology

In food, pupils and staff have been really enjoying their new space. The luxury of modern ovens, shining sinks and cupboards galore has vastly improved our practical lessons, and it is exciting to see what the future holds. All year groups have now had the opportunity to cook in the new space with Year 11 Hospitality & Catering pupils soon using it to demonstrate their skills and knowledge in their practical exams.



The highlight of the academic year so far (aside from the new kitchen) has been the enrichment opportunities for KS4. Year 10 experienced an educational food tour in Sheffield in October. They were treated to a Sri Lankan curry, Taco's and a bean-to-bar brownie, alongside talks from vendors which allowed us to flex our sensory analysis skills as well as deepen our understanding on food choice. Year 11 were incredibly lucky to enjoy a demonstration by James Mackenzie, from local Michelin starred restaurant Pipe and Glass. He stunned us all with venison and a smoked haddock risotto. It was amazing to see a skilled chef at work, and the group grasped the opportunity to ask several questions throughout.



# Wonder School Family News



## Melbourne Travel

Pupils at Melbourne Primary School set up their own travel agency to role play learning how holidays are booked. A fantastic activity to teach the children about the geography of different destinations, the various transport methods that can be used and what you would need to pack for different climates. They had some very good value deals on!



## Staying Safe Online

As part of Safer Internet Day, pupils at Stamford Bridge Primary School took part in the BBC Live Lesson about AI. The children learnt how to design an AI chatbot responsibly and how to use artificial intelligence sensibly and thoughtfully. By bringing an important topic to our children in an engaging way we hope the learning will open up conversation and consideration as they gain confidence in using new technology.



# Wonder School Family News



## Careers Day

Pupils at Pocklington Junior School aspirations shone through on their recent Careers Day event. The fantastic event was suggested and organised by the School Council. Staff really enjoyed seeing what the children are aspiring to become when they enter the world of employment. There were lots of different ideas and costumes and the children were all very excited to talk about their choices.

Part of the day was an engaging Careers' Day assembly, delivered by one of a parent who is the Early Careers and Capability Lead in Rail Services at Grand Central Rail. She enthusiastically engaged the children with lots of details about all the different careers there are available within the rail industry, the various avenues they can take to embark on those careers and with plenty of fun facts added in too! We are very grateful to the parent for volunteering their services and for their contribution to making Careers' Day so successful!



## Developing Futures

Sixth Form students at Whitby School had the valuable opportunity of welcoming a speaker from Willmott Dixon who generously shared insight into the world of apprenticeships and careers in construction. This formed part of the Year 12 Programme of developing future plans and as part of National Apprenticeship week.

Engaging the students in discussions about the application process and the various levels of apprenticeships available, they understood more about the pathways available outside of the traditional academic routes.

Students were introduced to the multitude of roles that exist within the construction industry including project management, digital design, sustainability, engineering and community engagement roles. The message was clear; construction is a diverse, innovative and future focused sector with something to offer every skill set.

Following the visit, students have been given a new project to explore ideas for the development and use of the Whitby Maritime Hub. This is a real-world challenge that will encourage creativity, critical thinking and teamwork. The students will have the opportunity to visit the construction site, allowing them to see the industry in action and understand how large-scale projects come together.

It is always incredible to support students' learning with collaborations where they can see the real impact and draw inspiration from the real world of work.



# Wonder Wellbeing Subject Knowledge Immersion Days

The Wonder Learning Partnership is committed to pupil, student and colleague enrichment. We provide a wide range of experiences through professional development to ensure our Initial Teacher Training (ITT) student teachers are exposed to a wealth of cultures, experiences and opportunities that broaden their understanding, build their confidence and social skills, promote tolerance, and provide opportunities for self-reflection.

Recently our secondary ITT student teachers, embarked on their subject knowledge immersion wellbeing day, where they visited London, to not only enhance their subject knowledge, but to also develop their curiosity as to how these unique experiences could help their future pupils to become immersed in their specific subject teaching and learning.

Below Ellie (ITT student teacher in Art and Design) and Tom (ITT student teacher in Design Technology), share their subject knowledge experience day in London.



**Kirsten Russell**  
Trust Assistant Director of  
the Institute of Education  
and Training School



*London rewards curiosity, as we so discovered on our trip to the city ourselves – immersive art at Frameless, vertiginous calm at the Sky Gardens and thoughtful creativity at the Design Museum.*

*Frameless was the starting point. Surrounded by moving images, layered sounds and responsive projections; paintings became environments, and viewers became participants. Van Gogh's brushstrokes rippled like water, Klimt's gold glows with a cinematic twitch and the boundaries between viewer and artwork quietly dissolved, as we became immersed. Watching people of all ages react by pointing, lingering, stepping closer – showing how technology can extend artistic expression rather than replace it.*



*The Sky Garden offered a quieter but equally as powerful insight. 37 floors high, London unfolded to be a living composition of lines, textures and movement. The experience highlighted how technology shapes our built environment and design choices affect how we feel in a space. A place to slow down, it was the kind of space that encourages questions about structure, sustainability and perspective – questions that sit perfectly at the intersection of Art and Technology.*

*At the Design Museum, inspiration became practical. The exhibition showed how creativity shapes everyday life, from chairs to cities, all telling stories of intention and impact. Reinforcing to us that good design starts with curiosity and problem-solving.*

*Together, these spaces helped reaffirm our intention in education to encourage exploration, sensory engagement and to ask big questions. The goal is not to just teach skills, but to help students see how Art and Technology shape the world they are already living in.*



## Computer Science Student teacher Finn visited Bletchley Park for his subject knowledge wellbeing day

Recently, I had the chance to visit Bletchley Park, and it was one of the most interesting and inspiring experiences I have had as a Computer Science trainee teacher. Seeing the Enigma machines up close and standing in the rooms where codebreakers worked during the Second World War made everything feel real. We teach algorithms, logic and encryption in lessons, but being able to see the physical rotors and wiring systems helped me picture exactly how it all worked in practice. It reminded me that the concepts we teach in the classroom once played a huge role in shaping world history.



One of the most interesting parts of the visit was seeing the tribute to Alan Turing, with a feature of the modern fifty-pound note that features him and his statue. It really highlights how important his work was, not just in breaking codes but in laying the basics for modern computing and artificial intelligence. It was a proud moment to reflect on how far the subject has come and hopefully will inspire the next generation.



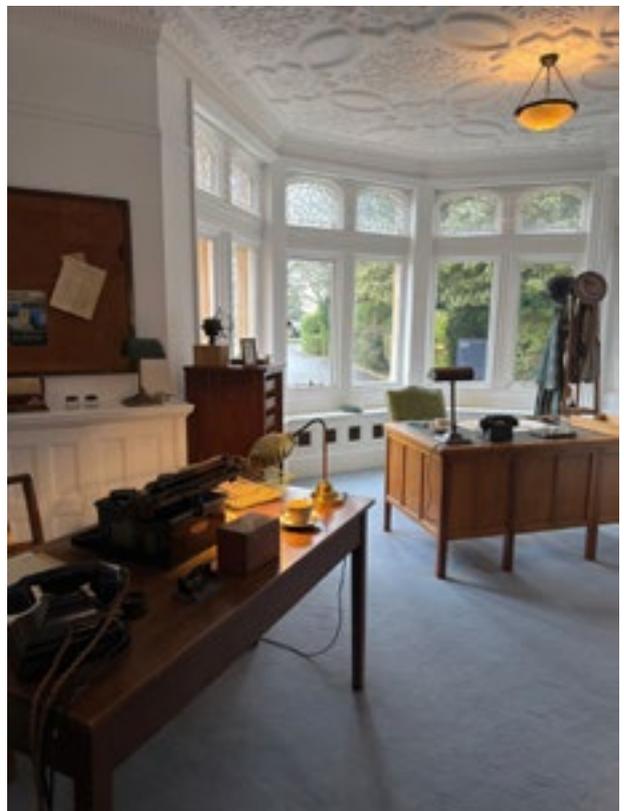
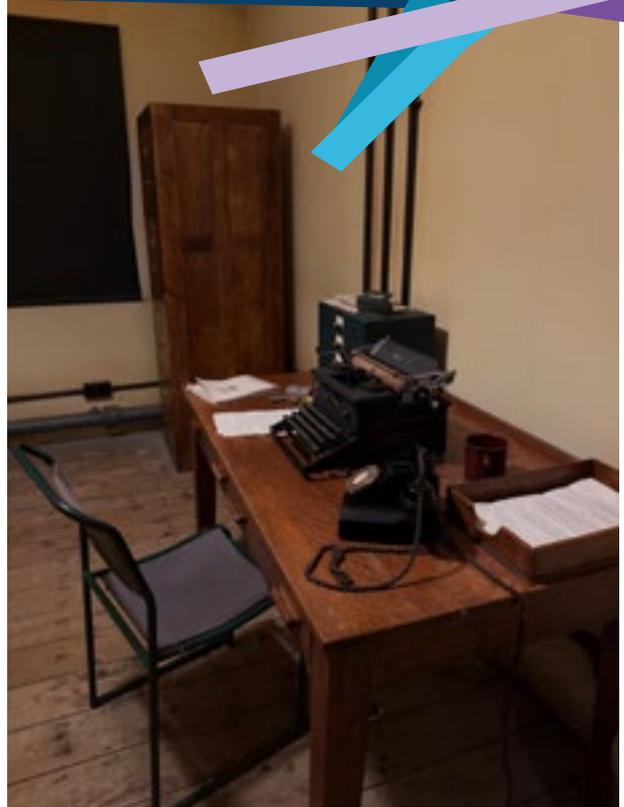
I also enjoyed seeing the contrast between the historic machines and modern technology such as IBM's neuromorphic chips. It shows the journey from mechanical encryption devices to advanced processors that aim to replicate the way the human brain works. As someone who teaches units from binary and logic gates to artificial intelligence, it was fascinating to see that progression displayed in one place.

The visit has definitely strengthened my subject knowledge, especially around cryptography and early computing systems. More importantly, it has given me real stories and examples that I can now bring into the classroom. When pupils learn about encryption or computer architecture, I can now link it to real artefacts and real people, rather than just slides on a screen.

In my opinion, a trip like this would be incredibly valuable for all pupils. It shows them that Computer Science is not just about sitting at a computer writing code. Seeing the Enigma machine in person or learning about Turing's work makes the subject feel meaningful and memorable as behind every piece of code is an idea, and behind every breakthrough is someone who is willing to think differently.



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## Effective Teamwork Guidance

The benefits of working well as a team can be seen in all aspects of governing board business. Strong team dynamics mean better strategic decisions, more effective scrutiny of school/trust performance, and ultimately, improved outcomes for pupils. When board members trust each other and feel valued, they're more engaged and can bring their best thinking to the table. Poor team dynamics don't just make meetings unproductive and uncomfortable; they can derail a board's ability to govern effectively. This guide provides practical support on how to develop strong teamworking on the board as well as how to manage cases of poor team dynamics and relationship breakdown.

### Developing strong team foundations

Strong teams are built through intentional actions that create trust, shared purpose and effective ways of working together. The best boards regularly reconnect to why they exist and why each member volunteers their time. This shared sense of purpose creates unity.

**Try this:** At the start of each academic year, spend 10 minutes discussing "Why did you become a governor/trustee, and what keeps you coming back?" Then share key themes as a whole board. You'll be reminded that everyone's here for the same fundamental reason – to make a difference for children – even if you bring different perspectives on how to do that.

### Build relationships outside of board meetings

Governors often only see or interact with each other when undertaking governance business during formal meetings. Creating informal opportunities to connect builds trust and understanding that makes difficult board meeting conversations easier. Examples of practical approaches:

- » Encourage informal governor/trustee interaction, such as a meal, attending a school production/play, or simply arriving early before a meeting for tea or coffee.
- » Bring the board together on strategy days or joint training sessions.
- » Implement a buddy system for new, less experienced board members.

### Harness diversity as your strength

The most effective boards deliberately seek out diverse backgrounds, experiences and perspectives. However, diversity only adds value when everyone feels able to contribute. Examples of practical approaches:

- » Recruit governors who reflect your school/trust community – our diversity indicators form can be used by boards to gather data on this and as a basis for discussion and action.
- » Reflect on whether the board hears from diverse viewpoints, with varied professional backgrounds, lived experiences and community perspectives, not just educational expertise.
- » Challenge yourself – are the same people always speaking or always silent?

### Manage transitions

Board composition naturally changes as members join and leave. How you manage these transitions significantly impacts team dynamics.

#### When new members join:

- » pair them with a buddy governor/trustee for the first year who they can go to for support
- » ensure thorough induction that covers how you work together as a board
- » create early opportunities for them to contribute (eg a link governor/trustee role)

**When members leave:**

- » acknowledge their contribution and service
- » conduct an exit conversation to learn what worked well and what could improve
- » consider the impact on team dynamic – what gaps in skills or perspectives need filling?

**How chairs can foster a good team environment**

|                                      |  |
|--------------------------------------|--|
| <b>Setting the tone</b>              | <ul style="list-style-type: none"> <li>» Model the behaviour you want to see.</li> <li>» Thank people for specific contributions and effort.</li> <li>» Address inappropriate behaviour immediately.</li> </ul>      |
| <b>Creating space for all voices</b> | <ul style="list-style-type: none"> <li>» Actively invite quieter members to contribute.</li> <li>» Manage dominant voices.</li> <li>» Celebrate individual as well as group successes and achievements.</li> </ul>   |
| <b>Building Relationships</b>        | <ul style="list-style-type: none"> <li>» Ensure new governors are properly welcomed and inducted.</li> <li>» Implement a buddying system.</li> <li>» Arrange at least one informal social event annually.</li> </ul> |
| <b>Checking in with your team</b>    | <ul style="list-style-type: none"> <li>» Annual one-to-one conversation with each member.</li> <li>» Facilitate whole board self-evaluation.</li> <li>» Act on any feedback to show you've listened.</li> </ul>      |

**Navigating Challenges**

Even the strongest boards face challenges that test team dynamics. Effective boards recognise these issues early and proactively before they undermine the team’s ability to govern well.

**Signs your team dynamic needs attention**

| Role clarity   | Culture  | Meeting Dynamics  | Engagement                                | Decision Making  |
|--|--|---|---|--|
| Confusion about who is responsible for what                          | Members not feeling valued or listened to        | Same people dominating discussions                        | Poor or declining attendance at meetings  | Lack of challenge or excessive challenge on every issue      |
| Discussion straying into the operational                             | Negative views about time commitment or workload | Several members rarely speak or contribute                | Members regularly arriving unprepared     | Decisions made by informal groups outside of formal meetings |
| Parents or staff acting as representatives rather than board members | High turnover and member resignation             | Debates become personal or heated instead of constructive | Lack of enthusiasm and energy in meetings | Mistrust of information provided by leaders or each other    |

Small issues can escalate if ignored. When you notice warning signs, the first step is to discuss what you’ve observed with the chair or vice chair without making accusations. Together, try to identify the root cause: is this a structural problem with roles and processes, or is it relational, stemming from personalities and conflicts? Once you understand the nature of the issue, you can choose an appropriate response.

Issues may be resolved by changes to board practice, having a conversation with the governor/trustee concerned or providing them with training, or more serious concerns may warrant intervention. Seek external support when needed, like a local authority adviser or governance professional, to help manage difficult situations. Remember that spotting red flags early and acting on them is a sign of a mature, self-aware board, not a failing one.



## Addressing common issues

### Role confusion

- » Make the purpose and remit of the role clear during induction – NGA has specific guidance on the roles of parent governor and staff governor.
- » Ensure members act within their role as governor/trustee and always make decisions in the best interests of the school/trust. For example, if a board member speaks in their capacity as a parent, refocus: “Let’s think strategically. What does this mean for all our families?”

### Uneven workload and engagement

- » Keep track of board member responsibilities such as committee membership, chairing roles and link roles. This should be agreed and written down in relevant board documents and assessed annually, ensuring fair allocation. Distribute roles to match capacity and skills.
- » Be clear about minimum expectations. If someone genuinely can’t meet the time commitment, they may need to step down. This isn’t personal, it’s about fairness and effectiveness. All governors/trustees should be honest about their capacity before taking on roles, recognise and thank colleagues who contribute consistently, and step up when they can.

## Disengaged or dominant voices

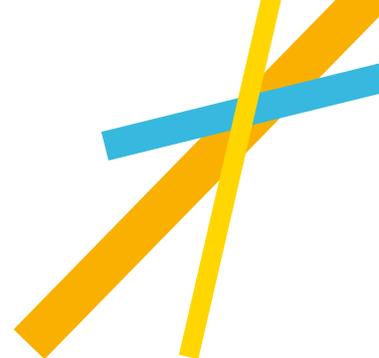
- » For chairs managing dominant voices, acknowledge the contribution then open the conversation: “Thanks, that’s helpful. Let’s hear from others. What’s your perspective?”
- » Set expectations upfront: “I’m going to make sure we hear from everyone today.”
- » To draw out quiet voices, ask directly but kindly: “You’ve been quiet, what’s your thinking?”
- » For governors/trustees that are consistently quiet, have their buddy or the chair reach out before a meeting to identify some questions or areas they can raise in the meeting.
- » Create psychological safety: “There are no silly questions. Asking the ‘naive’ question often helps us all.”
- » All governors should practice self-awareness: if you speak a lot, wait before jumping in; if you’re quiet, challenge yourself to contribute more.



# Safeguarding

## How does mental health impact on parenting?

Credit: North Yorkshire Safeguarding Children Partnership



Research indicates that approximately 10%-15% of children in the UK live with a parent who has a mental disorder.

Mental health issues can cause changes/difficulties with the way people think, feel or behave. Parental/carer mental ill health can, in some circumstances, lead to an inability to look after the child's physical and emotional wellbeing. This is often for a short temporary period; however, for some individuals it can be more prolonged.

### What are common mental health illnesses and problems?

A **mental illness** is a clinically diagnosable disorder that interferes with an individual's cognitive, emotional or social abilities. It is estimated that mental illness will affect 1 in 4 of us at some time in our lives.

**Mental health problems** are typically less severe and normally shorter in duration than a mental illness. These may include mental ill health temporarily experienced as a reaction to life stressors.

### What are the common mental health conditions?

There are a number of common mental health conditions which can adversely impact on a person's parental capacity. This includes:

- » Depression
- » Anxiety
- » Obsessive Compulsive Disorders
- » Bipolar disorder
- » Schizophrenia
- » Personality Disorders

### How can parental mental ill health impact on their parenting capacity and their child/children?

The impact of parental mental ill health can impact children and young people in different ways:

#### For babies up to 1 year old

- » Inability of the parent to respond and nurture
- » Lack of warmth
- » Negative responses
- » Poor attachment
- » Inconsistency in parenting

#### For young children

- » Behavioural problems
- » Anxiety and withdrawal
- » Conduct disorder
- » Aggression towards family and/or peers anxiety and withdrawal



#### For adolescents

- » Increased risk of developing a mental health problem
- » Behavioural problems
- » Conduct disorder
- » Depression
- » Difficulties at school
- » Difficulty with friendships

#### There is a risk of significant harm to a child or young person if any of the following factors are present:

- » Delusional beliefs/ideas involving the child and or risk that child will be harmed as part of a suicide plan
- » The child is a target for parental aggression or rejection.
- » Co-existing domestic abuse, drug or alcohol abuse.
- » There is no other adult that can be depended upon to meet the needs of the child. (Children of lone parents or isolated parents are at greater risk as they are less likely to have an alternative caregiver when a parent is in crisis).
- » The child is the parent's carer and this is impacting on the child's welfare



### What should I do if I have concerns regarding the mental health of a parent and their parenting capacity?

If you have concerns regarding a parent and think they are experiencing Mental Health concerns you should use the PAMIC Tool to support your decision making. You should also consider whether they would benefit from speaking to their doctor and encourage them to do so. A separate safeguarding concern should be raised with Health and Adult Services where there are concerns about an adult's safety.

#### How do I use the PAMIC Tool?

The PAMIC Tool is used to support you when considering the likelihood and severity of the impact of an adult's parental mental ill health on a child. The tool is intended for use by anyone involved in:

- » Providing services to adults who are parents and/or carers
- » Providing services to children and young people

This tool should be used when considering how likely and with what severity an adult's mental ill health will impact on a child. It involves the practitioner thinking about the nature of risk and also the protective factors for the child so it includes the practitioner's professional judgement. It is not intended to replace professional judgement. You need to think about the nature of risk but also the protective factors for the child.

When undertaking an assessment, consideration should always be given to any other current or previous safeguarding concerns. It is also important to understand if a family are open to other services, specifically whether the parent(s)/adult carer(s) are open to Health and Adult Services or the family is open to the Children and Families Service.

The assessment and any actions taken should be fully recorded along with the resulting outcomes on agency's/organisation's recording systems.



## Raising a concern or requesting and assessment regarding an adult

You should consider:

- » Whether the adult has care and support needs?
- » Does that person lack the capacity to consent to a concern being raised?

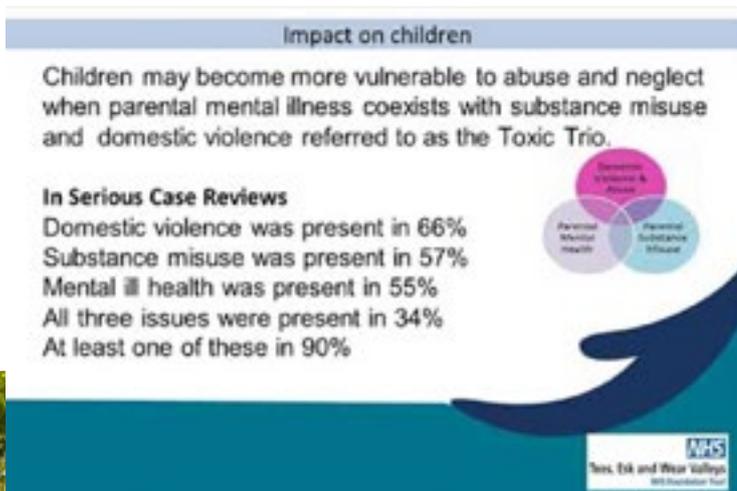
Needs Assessments are for adults (18 years or over) who may need support because of a disability, ill health or old age. To request an assessment please complete the request for assessment form.

If you have a safeguarding concern you may wish seek their consent to raise a concern and identify what outcome they would like from a safeguarding concern being raised. If the adult has the mental capacity and does not want a concern to be raised this should be respected unless there are justifiable reasons to act contrary to their wishes, such as:

- » The person is subject to coercion or undue influence, and are unable to give consent
- » There is an overriding public interest
- » It is in the person's vital interests to prevent serious harm or distress or in life-threatening situations

### Where can I find more information on Mental Health and PAMIC?

If you want more information on Mental Health and PAMIC Tees Esk and Wear Valleys NHS Foundation Trust has produced a helpful video which can be accessed from: [https://youtu.be/4VoMq\\_RdgAA](https://youtu.be/4VoMq_RdgAA)



# Education News and Updates



Welcome to our educational news page. Here you will find useful links\* from the Department for Education and other education experts along with updates and training from the Diocese of York.

Please do share with colleagues as appropriate.

\*External Links: We are not responsible for the content or privacy practices of external websites linked in this newsletter.

## Department for Education (DfE) Updates

**Mobile Phones:** What the government's updated guidance on mobile phones means for school inspections [What the government's updated guidance on mobile phones means for school inspections – Ofsted: education](#)

**Evaluation of the Behaviour Hubs Programme Final Report:** [Behaviour Hubs Evaluation Final Report](#)

**Suspensions:** How suspensions in school can help tackle behaviour and boost pupil support: [Suspensions: How suspensions in school can help tackle behaviour and boost pupil support – The Education Hub](#)

**DfE Update Academies February 2026:** [DfE Update academies: 25 February 2026 – GOV.UK](#)

**DfE Update Local Authorities February 2026:** [DfE Update local authorities: 25 February 2026 – GOV.UK](#)

## Ofsted

**New Ofsted report cards and grades:** [New Ofsted report cards](#)

**When can schools expect their next inspection?:** [When can schools expect their next inspection?](#)

**'Achievement' evaluation area and how we use data: what schools need to know:** ['Achievement' evaluation area and how we use data: what schools need to know](#)

**Nominee training for schools – Ofsted Inspections –** This training video explains the new role of nominee for school inspections under our renewed education inspection framework. The nominee will act as a vital link between your school and our inspection team, assisting communication and supporting leaders' workload and well-being during inspection - [Nominee training for schools | Ofsted inspections – YouTube](#)

## Diocese of York Training & Events for Schools

[Training & Events for Schools | Diocese of York](#)

Online 19th March 9.30-10.30am or 2.00-3.00pm Leadership Response to Local & National Agendas - [Training & Events for Schools | Diocese of York](#)





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ISSUE 33

## with Wonder

### 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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Website: [www.wlp.education](http://www.wlp.education)