



ISSUE 34

One Family

with Wonder

Spotlight on HEART Values

Explore Wonder...

Student Teacher Subject Immersion
Safeguarding: County Lines
Governance: Career Pathways



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 34

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.



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



Wonder School Family News

Iron Age Burial Discovered Under Pocklington Junior School

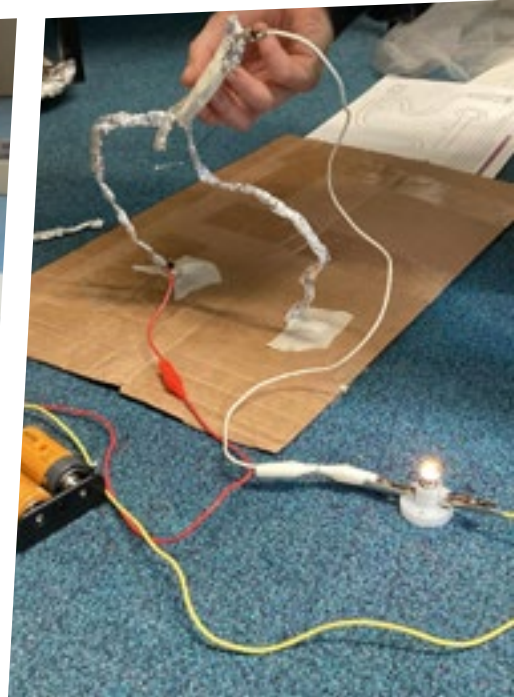
What an exciting historical discovery made recently at Pocklington Junior School. Human remains were found during their recent classroom extension work adding to the countless significant ancient artefacts found in the area over recent years.

Headteacher, Kelly Foxtan, said, "This really highlights Pocklington's historical roots and is a remarkable moment for our school community." The bones possible evidence extensive habitation of the area in ancient times, given the distance between this burial and the other significant findings on Yapham Road, Burnby Lane and The Mile (source: MAGNORTH).



Creating a Real Buzz!

The creativity of children at Stamford Bridge Primary School shone through during their recent electricity topic. They loved creating their buzzing scribbler robots, wire-loop games and putting their engineering skills to the test. Incredible robot creations came to life as they moved across the page, creating colourful artwork.



Wonder School Family News



Fire Safety Training

We are incredibly grateful for the strong links our schools enjoy with their communities. Local Firefighters from the Pocklington Fire Station recently visited Melbourne Primary School to share information about fire safety. The children enjoyed being shown the inner workings of the fire engine, learning about the life-saving equipment and getting a turn with the hose. The children asked thoughtful questions and learned so much about one of our crucial emergency services. Thank you to Pocklington Fire Station for their time.



Pupils Meet Beverley's Mayor!

Pupils at Longcroft School enjoyed a special assembly last week delivered by Councillor Healy, the Mayor of Beverley. Councillor Healy spoke about the importance of local politics and how decisions made within the community can have a direct impact on our daily lives. Councillor Healy also shared insights into the history and responsibilities of the mayoral role, highlighting the significance of this long-standing civic position in Beverley and some former Longcroft students who have held the honour.

Year 8 pupil Nancy said, "It felt important to wear the Mayor's chain. She made things easy to understand, and she had a good sense of humour. I enjoyed meeting her." Harriet added, "The Mayor was interesting. I learned there have been mayors for over 400 years."

Mr Rogers explained, "Councillor Healy's visit offered pupils a valuable opportunity to learn more about how local government works and to understand the ways in which they, as young citizens, can begin to engage with and contribute to their community. The assembly was both informative and inspiring, giving pupils a deeper appreciation of the traditions and democratic processes that help shape the town they live in." Thank you to Councillor Healy for taking the time to visit.



Wonder School Family News

Local MP Inspires Politic Students

Woldgate School was delighted to welcome Sir David Davis, MP for Goole and Pocklington. As part of a Personal Development careers visit, Sir David spoke to Year 9 pupils followed by a Q&A session with Sixth Form Politic Students.

Sir David delivered an engaging talk to pupils and students on the role of Parliament, the importance of debate and how MPs need to challenge government decisions in order to represent the best interests of their constituents. He drew on examples from his own work to illustrate how MPs can support local people, particularly those who have suffered miscarriages of justice or struggled to get the help they need trying to navigate complex public services. Sir David emphasised the value of thorough research in achieving positive outcomes.



Following the main presentation, Sir David met with Year 12 and Year 13 A Level Politic students for a more in-depth question and answer session. Students asked a wide range of thoughtful and challenging questions including asking for his thoughts on the fragmentation of politics and the pros and cons of referendums. The session led to some fantastic insights into political life, public service and the realities of working within government.

Headteacher, Mrs Lauren Adams said, "Opportunities like this are invaluable for the personal development of our pupils and students. Through providing real-world insight into how national decisions can affect local communities and how the work of those in public service can make a difference is fascinating."

Personal Development Lead, Mr Paul Barrett added, "Thank you to Sir David Davis for taking the time to visit and provide such insight for our pupils. We look forward to continuing to offer similar opportunities that connect our learners with professionals."

Sir David also enjoyed seeing learning in action during a tour of the new school building which he last visited for the steel signing ceremony in October 2024. He commented, "It was a pleasure to visit Woldgate School and meet such engaged and thoughtful students. I was particularly impressed by their questions, which demonstrated a real interest in how our democracy works and the challenges facing modern politics."

It was also encouraging to see such a strong focus on personal development and careers education at the school. Opportunities like this help young people understand how they can make a difference in their communities, whether through public service or other professions.

I am grateful for the warm welcome I received, and I look forward to seeing the continued success of Woldgate School and its students in the years ahead."



Wonder School Family News



Sixth Form Enrichment

Whitby School Sixth Formers recently enjoyed an enrichment trip to the French Riviera. Over the course of the visit, students explored the vibrant city of Nice, the glamour of Monaco and the famous coastlines of Cannes, gaining fabulous insights into life in southern France and building essential life skills along the way.

Immersing themselves in French culture, exploring the historic Old Town and walking along the famous Promenade des Anglais gave students the chance to practice their French, sample local cuisine and appreciate the Mediterranean coastline. Visiting Monte Carlo and Cannes offered a fantastic contrast as students got to explore the famous F1 Grand Prix circuit and visit the Palais des Festivals. What a fabulous adventure for students to broaden their cultural understanding and develop independence.



Wonder Wellbeing Subject Immersion Days—Part 2

The Wonder Learning Partnership is committed to pupil, student and colleague enrichment and we value exposing pupils and colleagues to a wealth of cultures, experiences and opportunities. We share two of our student teachers' recent subject immersion days.

A Walk Through Time

In January, as a part of my Initial Teacher Training with the Wonder Learning Partnership, I spent a day in London to increase my subject knowledge. As a Secondary History PGCE student, there is a lot of content for me to get to grips with, especially since my degree focus took me away from the National Curriculum. I was fortunate enough to spend my day split between the Imperial War Museum, and Highgate Cemetery.

The Imperial War Museum has become a vital source of resources for me, as in both my placements I have taught 20th Century European history, which is dominated by the World Wars. I often take primary sources from their incredible archive and use their teaching resources to guide my lesson structures, and so it was amazing to visit, and see some of the primary sources I had been using up close and personal. The museum expertly takes a visitor through the 20th century – starting with the lead up to First World War, through the Interwar years, then exploring World War Two. There is an exhibit dedicated to the Holocaust and ensuring that the voices of the marginalised groups targeted by the Holocaust – those being Jewish, Sinti and Roma, disabled, queer voices – are continually heard and understood. The staff at the museum were incredibly friendly and happily chatted with me about what I was teaching, as I walked around the exhibits, treating them a little bit like a primary source collecting exercise.

Later, in the afternoon, I made my way across town to Highgate Cemetery. Highgate is one of the most famous cemeteries in the country and boasts a star-studded clientele. The cemetery is host to rows of tightly packed graves, as gravesites like this became a necessity in the Victorian period, as the ever-growing city had overfilled its cemeteries attached to different parish churches. As you walk through different boroughs of London, past old churches, you might notice that the ground they are on is elevated from the street level, and this is because of just how many of our dead are buried there.



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



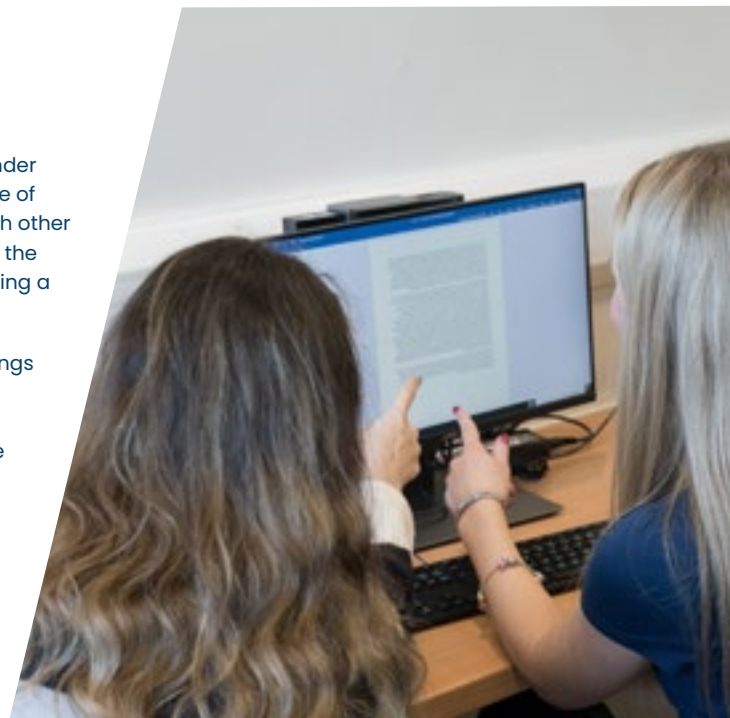
Places like Highgate were developed to alleviate the pressure on the Churches. I wandered around the west side of the cemetery alone, walking past the graves of Karl Marx and Douglas Adams. On the tour of the east side, the group and I walked through the above-ground catacombs, where you could see in some places where wooden coffins had degraded, leaving the lead lining stood in rows. Talking through the history of the cemetery, and the wider history of London with my tour guide was incredibly useful in helping me place a lot of my studies in context, which has then benefited my students, as I can go beyond what is outlined in the curriculum specification.



In Awe of The Globe

I have had the wonderful opportunity through my training with the Wonder Learning Partnership to travel to London to enrich my training in a range of subject-specific activities for teaching English. It was great to travel with other trainee colleagues and discuss our different subject area itineraries for the day. For English, I was going to be touring the Globe Theatre and watching a Shakespeare play at the Sam Wanamaker Playhouse.

The tour was amazing! The guide who was so enthusiastic about all things Shakespeare. The tour began with a look at the original 1800's printing press with the letters intact, used for Shakespeare's work. After this, a chance to view the costumes from Shakespeare's Museum, which were being kept there momentarily. We were then able to walk around the Globe, looking at the original Globe's location, and the tour guide





suggested looking at the memorial showing what remained of it. There was an immense number of names carved into the floor, which we found out were the names of the donors who had given money, materials and more to support the rebuilding of the Globe today.

As an English literature student, I was absolutely in awe when we arrived in the theatre. It was magnificent, and I am so grateful that I was able to experience it through studying under the Wonder Learning Partnership. We toured the first, second and third floors of the theatre, sitting in the gentleman's box and the pit. The tour lasted around 45 minutes and is a definite bucket list item for someone who studies English.

I was booked to see the production of *A Midsummer Night's Dream*, so I promptly returned to the playhouse theatre to grab my seat, which was front row! The performance was amazing. Being about a metre from the performers made the play engaging and just so enjoyable. This would be such a wonderful trip for pupils studying English Literature, as seeing one of Shakespeare's plays brought to life would be so enriching for their studies.

Meeting my colleagues after allowed us to hear all about each other's days out in London. The entire trip was superbly organised by our Teacher Training Lead, Kirsten Russell, and all of us were extremely grateful for the day. It is one of the best days I have had on the course and a memorable experience, I will never forget. Thank you, Kirsten!

Spotlight on School Values



Everything we do, we do with **HEART**



Kelly Foxton,
Headteacher of
Pocklington Junior School

At Pocklington Junior School we have recently undertaken a thoughtful and highly successful consultation process to establish our new school values. This collaborative piece of work brought together the voices of staff, pupils, parents, governors and trustees, ensuring the values truly reflect our whole school community. The result is a set of values that are both meaningful and bespoke to Pocklington Junior School:

Honesty – Engagement – Ambition – Resilience – Teamwork.

“These values are firmly rooted in our school’s identity and aspirations, and we have worked hard to embed them through assemblies, curriculum links and purposeful classroom discussion.”

Pupils have embraced the values with enthusiasm and pride, confidently recognising what they look like in action. It has been a pleasure to see how positively they have been received – the children love their values, and so do we.



Living our School Values

At our school, we lead with **HEART**. That means we care about others, try our best, and stick together. When we use our **HEART** values, we make our school a kind, caring, and happy place.



H – Honesty:

We tell the truth and take responsibility for our actions.

We foster a culture of integrity where pupils are encouraged to take responsibility for their actions, speak truthfully, and learn from mistakes. Honesty underpins restorative behaviour practices and builds trust across the school community.

E – Engagement:

Eyes on, ears open, brain switched on.

Engagement means joining in with your heart and your brain. It's about being curious, asking questions, and showing that you care about what you're learning and who you're learning with.

A – Ambition:

We aim high and always try our best.

We cultivate high aspirations and a growth mindset. Pupils are supported to set personal goals, embrace challenge, and take pride in their progress—aligning with our commitment to equity and excellence.

R – Resilience:

We will bounce back and keep going.

Resilience means not giving up, even when things feel hard. It's about trying again, learning from mistakes, and believing you can get better with practice.

T – Teamwork:

We work together and help each other succeed.

Collaborative learning and pupil leadership opportunities promote teamwork. Pupils develop communication, problem-solving, and social skills that prepare them for life beyond school.





The Big

Conversation

“Our Big Conversation has played a key role in shaping our long-term Trust priorities. The invaluable feedback from our colleagues is helping us bring ideas to fruition, enhancing the educational experience for our children and for generations to come.”

—Jonathan Britton, CEO

Wonder Learning Partnership Priorities

WONDER CULTURE:

The health and wellbeing of colleagues and pupils

LIFE CHANGING EXPERIENCES:

For every child, beyond the formal curriculum

EDUCATIONAL PARTNERSHIP:

A collaboration to raise standards and create opportunities

NEW TECHNOLOGY:

New software, hardware, access to AI and the virtual world

CAPITAL INVESTMENT:

Shaping our vision for exceptional learning environments



Career Pathways for Governance Professionals

Governance professionals working in schools and trusts make a valuable contribution to our education system. It is a fulfilling and rewarding career with opportunities to progress and make a difference.

Many enter the profession having worked elsewhere in the education sector or having governed at a school or trust themselves. Others bring transferable skills such as legal and managerial from other sectors.

Pathways include:

- » Clerking level
- » Governance coordinator level
- » Lead governance professional level

Working at clerking level

Roles at this level are generally part-time and have fewer contracted hours than those at governance co-ordinator and lead governance professional levels.

Many governance professionals working at this level are self-employed, operating under service-level agreements and bolstering their income by either working for multiple boards and or combining clerking with another substantive role.

Governance professionals at clerking level generally have access to external information and support to guide their work.

Example roles

- » clerk to a governing board at a school or academy
- » clerk to the board of trustees at a multi academy trust
- » clerk to a panel such as complaints or pupil exclusions

At this level, you may be self-employed or employed by:

- » schools and academies
- » multi academy trusts (deployed to support schools in the trust)
- » local authorities providing governance services to schools and trusts
- » commercial providers of governance services to schools and trusts

What does the role involve?

Clerking Support	Providing Advice and Guidance	Compliance Checking
<ul style="list-style-type: none"> » organising meetings and hearings » communicating with the chair » issuing agendas » writing minutes » following up non-attendance » signposting to induction » signposting to CPD » updating and maintaining records and portals » In some roles, maintaining statutory registers and filing returns 	<ul style="list-style-type: none"> » governing procedures » panel procedures » statutory requirements » organisational requirements » governing practice 	<ul style="list-style-type: none"> » membership requirements » terms of office » safeguarding checks » policy renewal

Working at Governance Coordinator Level

This level usually combines clerking level responsibilities with delivering and coordinating wider governance support through a central team. It also involves line management of clerks and supporting and deputising for lead governance professionals as required.

Governance professionals working at this level are more likely to be employed than self-employed and work full time hours.

Example roles

- » governance coordinator
- » senior governance professional
- » deputy head of governance
- » regional governance lead/team leader

At this level, you are likely to be employed by either:

- » multi academy trusts as part of a central support team
- » local authorities providing governance services to schools and trusts
- » commercial providers of governance services to schools and trusts

What does the role involve?

Clerking Level Support	Advice and liaison	Line managing clerks	Coordinating support
<ul style="list-style-type: none"> » undertaking the duties of a clerk 	<ul style="list-style-type: none"> » being a central point of contact » issue resolution » quality assurance and compliance issues » business continuity 	<ul style="list-style-type: none"> » overseeing induction/training/professional support » organising recruitment and deployment » conducting appraisal and quality assurance 	<ul style="list-style-type: none"> » governor and trustee recruitment » hearings and appeals » appointment and removal processes » managing records » delivering training and briefings



Working at lead governance professional level

Lead governance professionals are responsible for the overall strategic management of services that support governing boards and ensure effective governance across a number of schools. Roles at this level have high levels of complexity and direct accountability.

Those working in multi academy trusts also have significant responsibilities relating to the governance of the trust under charity law.

Governance professionals working at this level are more likely to be employed than self-employed and work full time hours. Some employers combine the lead governance professional and governance coordinator levels to best fit their structure.

Example roles

- » lead governance professional
- » head of governance
- » director of governance
- » team leader: governor services

Roles at this level are generally employed in:

- » multi academy trusts as part of the central support team – in some trusts, the lead governance professional is also a member of the executive leadership team
- » local authority and commercial providers of governance services

What does the role involve?

Leading and Developing Services	Developing Systems and Structures	Managing a Team
<ul style="list-style-type: none"> » providing direction and advice to a group of schools » in a multi academy trust: working closely with the CEO and chair of the board to ensure the organisation's vision is implemented through governance » in local authority and commercial service providers: working with other strategic and operational leads in the organisation » leading high quality support for a trust board and its committees » monitoring governance compliance across a group of schools » leading targeted support and governance improvement work » developing and quality assuring governance support to a group of schools » organising and delivering training and conferences » wider contribution to the development of policy, practice and thought leadership within the organisation 	<ul style="list-style-type: none"> » underpinning governance arrangements, such as schemes of delegation » in a multi-academy trust: ensuring models of governance evolve in parallel with the trust's strategy for future development and growth » in a local authority and commercial service provider: developing and maintaining service delivery options, service level agreements and pricing structures » policy approval arrangements » risk registers and guidance » role descriptions » codes of conduct » identifying and developing governors and trustees for specific roles 	<ul style="list-style-type: none"> » developing a support structure of roles » overseeing induction/training/ professional support of governance support team roles » conducting appraisal and quality assurance » succession planning

For more information and CPD options, please visit:

[Career pathway for governance professionals | National Governance Association](#)



Safeguarding

County Lines, Cross Border Gangs and Cuckooing

What is County Lines?

'County lines' is the term used to describe the approach taken by gangs originating from large urban areas, who travel to locations elsewhere such as county or coastal towns to sell class A drugs. Gangs typically recruit and exploit children and vulnerable young people to courier drugs and cash. Typically, users ask for drugs via a mobile phone line used by the gang. Gangs can recruit children from their own area – often 'clean skins' who are less likely to look out of place. Couriers travel between the gang's urban base and the county or coastal locations on a regular basis to collect cash and deliver drugs.

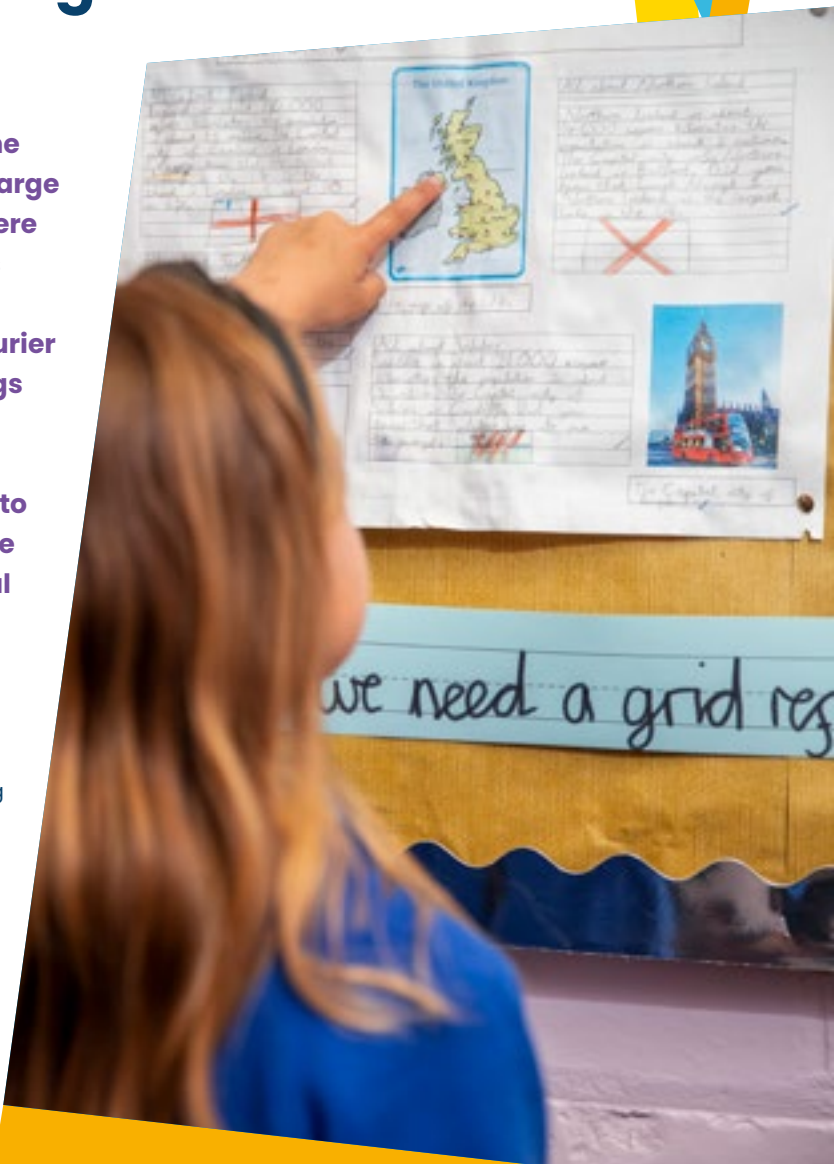
Involvement in County Lines

Gangs or organised crime groups recruit children and young people through deception, intimidation, violence, debt bondage and/or grooming. This could be to hold items or be in the form of a 'runner' in the county location to make cash deposits into bank accounts registered to associates or family members of members in the urban location.

Despite gangs often consisting of larger groups, only a small number of members will be present in each county location at any given time, usually 2-4 individuals. Gang members could be rotated between county locations to try and evade detection. The presence of larger groups would usually be in response to conflict, as a show of strength.

Gang members are often associated to an urban street gang linked to their home borough. This additional affiliation can cause enhanced tensions amongst rival gangs in county locations and include violent incidents generated by feuds in the home borough.

Gangs must establish a base in the county location to develop a market. Gangs take over addresses of local vulnerable adults by force or coercion. In some cases social housing accommodation has been targeted by the gangs who have identified vulnerable children, young people and adults who reside in these properties.



Take action:

If you believe that a child, young person or adult is at immediate risk of harm you should call the Police on 999.

If you suspect someone is dealing in drugs or suspect a premises in your area is being used for Cuckooing, contact the Police on 101. Alternatively they can contact Crime Stoppers anonymously on 0800 555 111.

What is Cuckooing?

This usually involves identifying vulnerable people who may use drugs and alcohol, or people who may be vulnerable due to mental or physical health impairments, single mothers and female sex workers. The dealers then coerce, and sometimes threaten the vulnerable person into allowing them to take control of their home so they can use it to store and sell drugs.

Involvement in Cuckooing

The victims of cuckooing tend to live in social housing and the dealers will either stay in the property to deal drugs themselves, or will get the householder to deal on their behalf, travelling back and forth to their home areas to restock.

Some of the dealers are criminals by choice and some have been coerced and exploited by organised crime groups or gangs to work for them.

People targeted are often unable to protect themselves from being exploited as they may be:

- Drug users or ex-addicts
- People with mental health issues
- People with physical disabilities or cognitive impairments
- People with learning disabilities
- Single mothers
- Female sex workers
- Older people who are socially isolated

Criminals use a range of clever tactics to manipulate and exploit others, such as:

- Offering drugs in exchange for use of the person's home
- Offering friendship or sex
- Giving gifts or paying bills
- Using coercion, force or threats of violence

Gangs are also known to utilise consenting adults to assist criminal activity. The common form of assistance provided by them is allowing the use of their home address to running and holding drugs. It is important to think about any children who may reside in the property who will be affected and possibly involved as a runner. In addition women are reported to be used to book hotels, hire cars and identify addresses for cuckooing.

Women who have entered into relationships with gang members are often subject to coercion and control and domestic abuse. In some cases women can be sexually assaulted or threatened with sexual assault and can be exploited for sex in payment for drugs.

How to spot signs of Cuckooing?

Sometimes, the person being exploited has no idea that they're being used or is simply too afraid to speak up, which can make it very difficult to spot what's going on.

If you're concerned that someone you know is a victim of cuckooing, look out for the following warning signs:

- The person's address has been taken over and they appear scared, threatened or coerced
- Increased callers at a property
- Increase in cars/taxi's pulling up for short periods of time
- Different accents being spoken at a property
- Increased antisocial behaviour at a property
- Not seeing the person for long periods of time
- Unfamiliar vehicles regularly seen at the property
- Windows covered or curtains closed for long periods
- Having more money, clothes, jewellery or other items that they usually couldn't afford, such as a new phone
- Becoming unusually withdrawn or other changes in behaviour
- Misusing drugs or alcohol

Violence is used regularly in order to establish and maintain county lines, it is directed towards drug users who fail to pay their debts or individuals who are accused of stealing from the gang, such as runners.

Cars and rail networks are used by gangs, and they also use taxis within county boundaries. Car rentals can also be used to avoid detection from law enforcement agencies.

Links to Child abuse and Sexual Exploitation

If you believe that a child, young person or adult is at immediate risk of harm you should call the Police on 999.

If you suspect someone is dealing in drugs or suspect a premises in your area is being used for Cuckooing, contact the Police on 101. Alternatively they can contact Crime Stoppers anonymously on 0800 555 111.



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

Ofsted announces new pilot to use more serving school and college leaders as inspectors - [Ofsted announces new pilot to use more serving school and college leaders as inspectors - GOV.UK](#)

How to become a contracted Ofsted Inspector: Find out about the process, requirements and rewards of this role - [Contracting as an Ofsted inspector - GOV.UK](#)

Ofsted

Areas of research interest - [Ofsted areas of research interest - GOV.UK](#)

The DfE is consulting on:

- » proposals for changes to the way in which it funds assistive software through DSA
- » the use of artificial intelligence in supporting disabled students

[Assistive software funded through Disabled Students' Allowance - Department for Education - Citizen Space](#)

Recruiting trainee teachers:
[Recruiting trainee teachers: recruitment cycle dates - GOV.UK](#)

Diocese of York Training & Events for Schools

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

8th May 2026 - 9.30am-1.00pm - Headteacher Induction session - Vision and Leadership

19th May 2026 - 9.30am & 2.00pm - Leadership Online (online)

21st May 2026 - 2.00pm & 7.00pm - Governor Online (online)





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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
— School for the Gifted —



Whitby
School

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Website: www.wlp.education