



ISSUE 35

One Family

with Wonder

**Wishing You a
Wonderful
Summer Break**

Explore Wonder...

Celebrating our Family 2025-2026

Governance: Monitoring Educational Performance

Safeguarding: Parental Conflict



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

One Family

ISSUE 35

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.

Contents

Celebrating '25-'26	3
Wonder	4
School Highlights	6
Governance	18
Safeguarding	22

“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

Celebrating
2025 - 2026

As the 2025-2026 school year draws to a close, we take great pride in celebrating our colleagues, pupils and our wider community. We reflect on the inspiring teaching and learning, rich experiences, continued investment and strong collaboration that have enriched our children's lives.

Wishing you a wonderful summer break.

The Wonder Team



Melbourne
Primary School



Pocklington
Junior School



Stamford Bridge
Primary School



Woldgate
School
Of great merit, character & value



GREAT HEART, THOUGHT AND VISION
LONGCROFT
—SCHOOL AND SIXTH FORM COLLEGE—



Whitby
School



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich



NEW WOLDGATE SCHOOL OPENS



NEW STATE OF THE ART FACILITIES FOR PUPILS

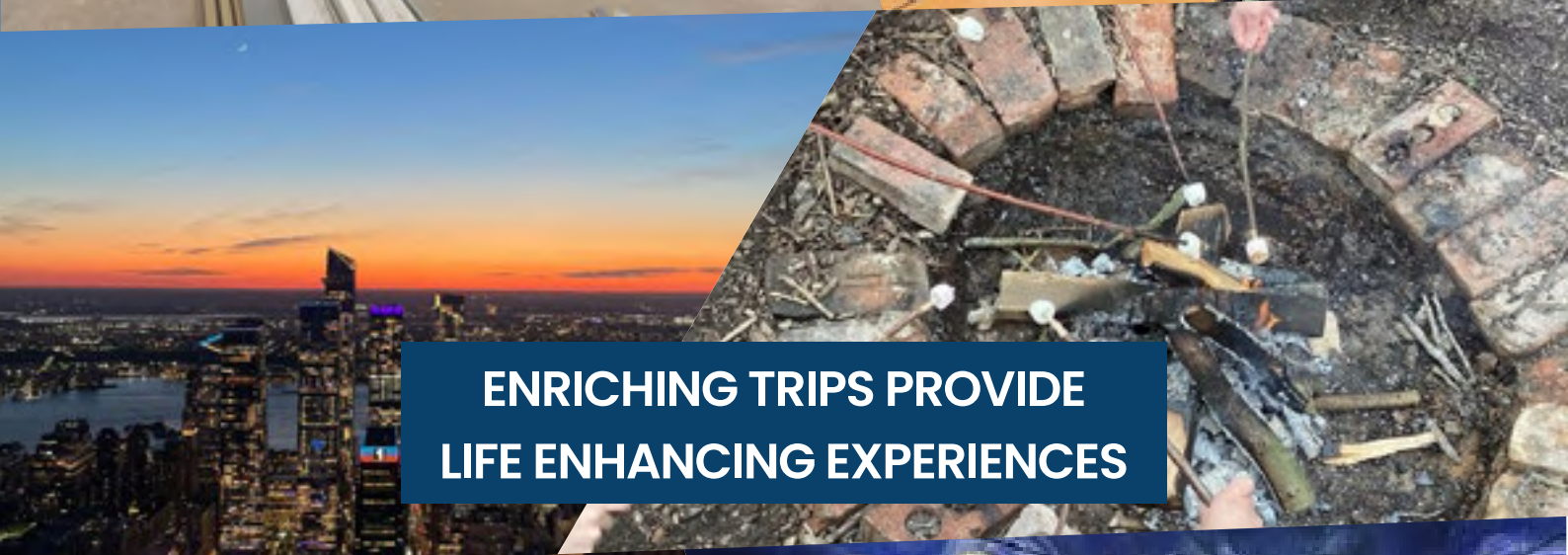


NEW TECHNOLOGY INSPIRES TEACHING AND LEARNING





**SUCCESSFUL CIF ESTATES BIDS
IMPROVE LEARNING ENVIRONMENTS**



**ENRICHING TRIPS PROVIDE
LIFE ENHANCING EXPERIENCES**



TEACHER TRAINING PROMOTES SUBJECT IMMERSION



ENCOURAGING HEALTHY EATING THROUGH CREATIVITY





Grow, Explore, Achieve



NEW OUTDOOR CLASSROOM



NATURE'S PLAYGROUND



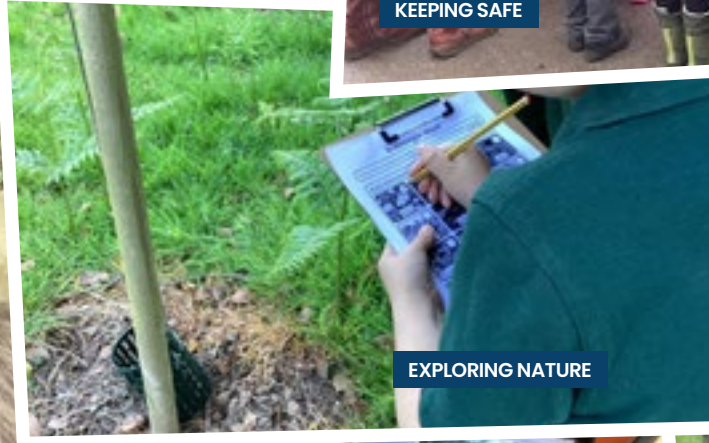
OUR NEW LEARNING SPACE



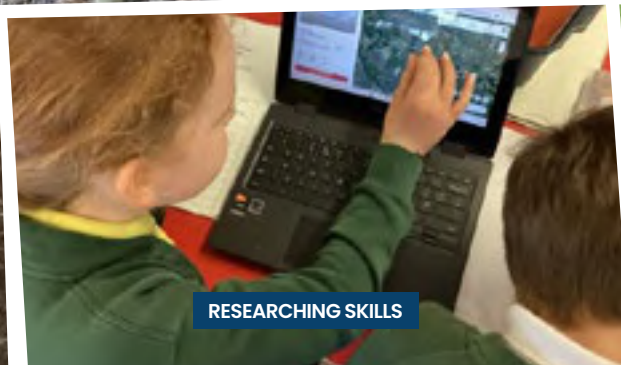
KEEPING SAFE



STUDYING LIFE CYCLES



EXPLORING NATURE



RESEARCHING SKILLS



WORKING WITH OUR COMMUNITY



Grow, Explore, Achieve



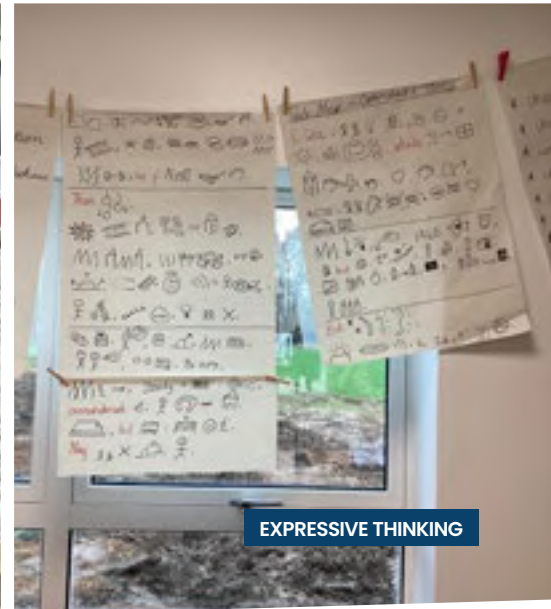
CAREER DEVELOPMENT



PARENT ENGAGEMENT



DEVELOPING OUR PLAY



EXPRESSIVE THINKING



GROWING OUR OWN



ENRICHING EXPERIENCES



Stamford Bridge
Primary School



**Believe,
Engage,
Succeed,
Together**



INNOVATIVE LEARNING



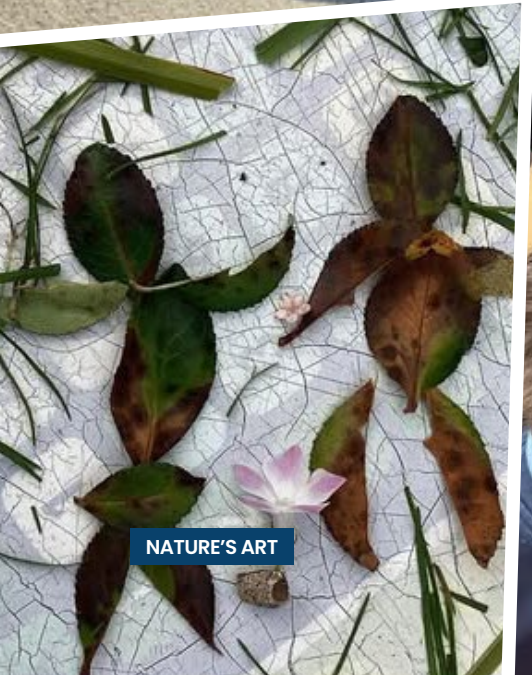
TEAMWORK & RESILIENCE



ENRICHING EXPERIENCES



THE GREAT OUTDOORS



NATURE'S ART



READING FOR PLEASURE



PARENT ENGAGEMENT



Stamford Bridge
Primary School



**Believe,
Engage,
Succeed,
Together**



EXPRESSIVE ART



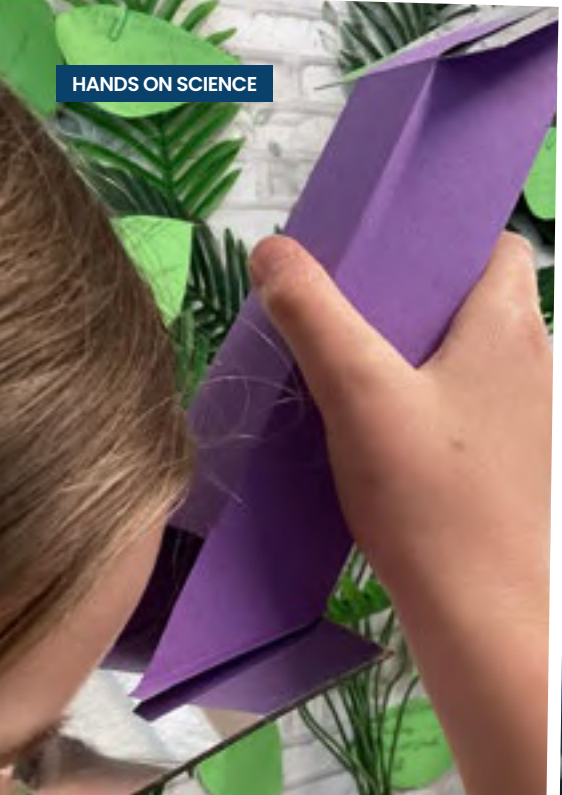
A GROWTH MINDSET



MARK MAKING FUN



BUILDING STEP BY STEP



HANDS ON SCIENCE



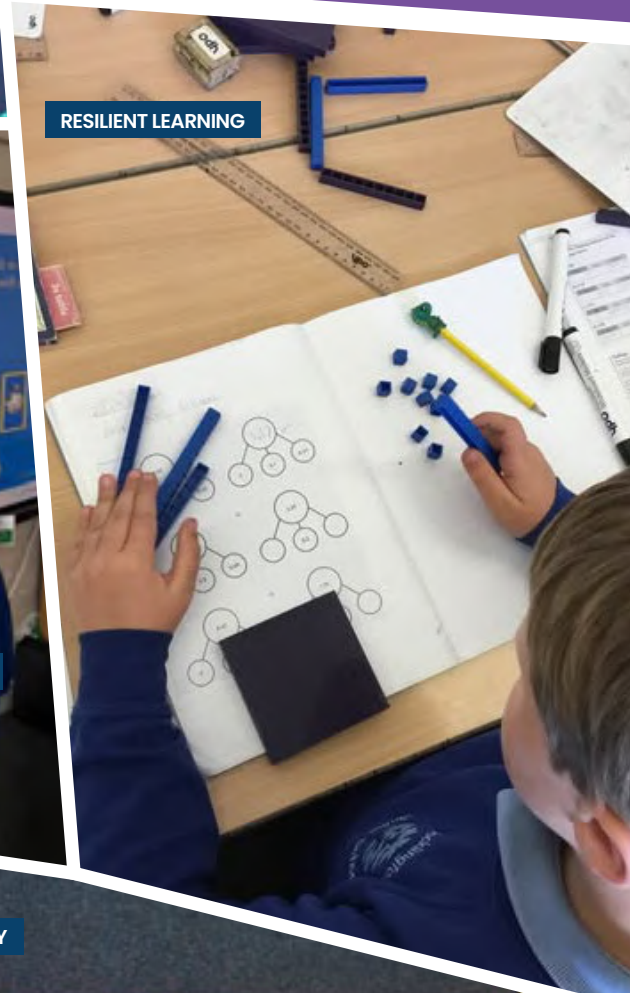
LEARNING NEW SKILLS



**Honesty,
Engagement,
Ambition,
Resilience,
Teamwork**



WORKING TOGETHER



RESILIENT LEARNING



INSPIRING VISITS AND SPEAKERS



LANGUAGE PRACTICE



CREATIVE INNOVATION



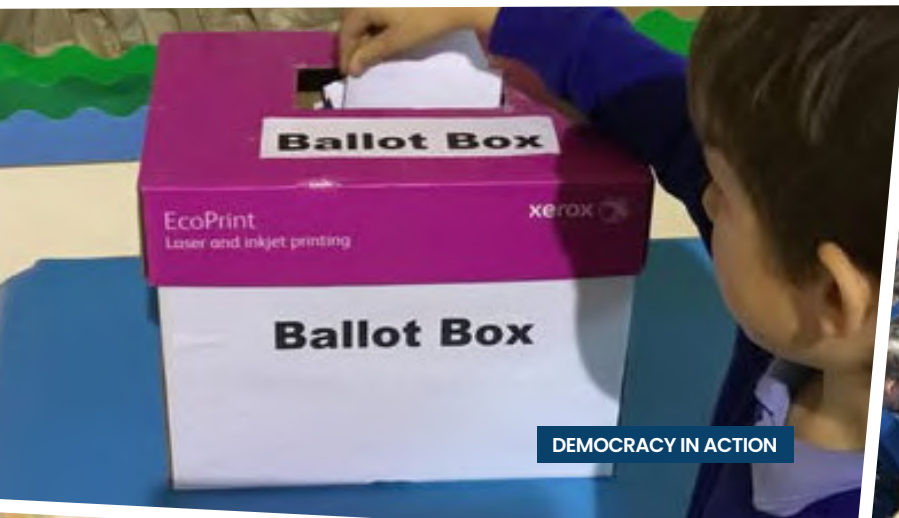
WORLD BOOK DAY



**Honesty,
Engagement,
Ambition,
Resilience,
Teamwork**



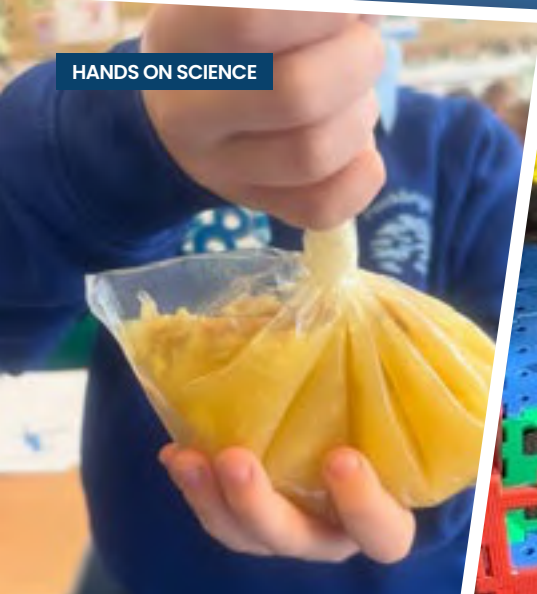
SHARING OUR VALUES



DEMOCRACY IN ACTION



OUR WORLD



HANDS ON SCIENCE



PLANNING & DEVELOPMENT



Woldgate School

Of great merit, character & value



OUR NEW SCHOOL



PANATHLON SUCCESS



ENRICHING SKILLS



PERSONAL DEVELOPMENT



STATE OF THE ART FACILITIES



A LEVEL & GCSE ART EXHIBITION



Woldgate School

Of great merit, character & value



ENRICHMENT CLUBS



NEW SPORTS HALL TAKES SHAPE



RESILIENCE & TEAMWORK



INSPIRING CAREERS



BRINGING LEARNING TO LIFE



Endeavour, Courage, Ambition, Character



BRINGING LITERACY TO LIFE



ENRICHING PUPILS



WELLBEING FESTIVAL



DETERMINATION & RESILIENCE



TEAMWORK & RESILIENCE



Endeavour, Courage, Ambition, Character



EXPLORING OUR LANDSCAPE



BROADENING HORIZONS



OUR COMMUNITY



CELEBRATING PUPILS



BRINGING LEARNING TO LIFE



SHARING OUR HERITAGE



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

Great Heart, Great Thought, Great Vision



PERSONAL DEVELOPMENT



VOLUNTEER HEROES



ENRICHING EXPERIENCES



COMMUNITY RELATIONSHIPS



ATTENDANCE CHAMPIONS



WELCOMING JAPANESE FRIENDS





LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

Great Heart, Great Thought, Great Vision

D OF E TEAMWORK & RESILIENCE



MATHEMATICIAN SUCCESS



GIRLS WIN COUNTY CUP



INSPIRING ARTISTS



CAREER ASPIRATIONS



EXCITING TRANSITION PROGRAMME



Monitoring Educational Performance

Governing boards are responsible for holding leaders to account for the educational performance of pupils in their school or trust.

Governors and trustees should ensure that their schools are achieving and able to maintain good outcomes for all pupils, through the provision of high quality and inclusive education and effective monitoring and quality assurance processes.

This guidance from NGA explains how boards provide strategic oversight over educational performance. It covers:

- » how performance is assessed and measured
- » the data viewed and evaluated by the board
- » driving school/trust improvement

Oversight in multi academy trusts (MATs)

In a MAT, the trust board is responsible for promoting high standards of educational performance across the trust and will provide trust-wide oversight. Academy committees (also known as local governing bodies) monitor educational performance and outcomes at individual school level. Refer to your trust's scheme of delegation and terms of reference for more information on the oversight functions that have been delegated to your board.

1. Performance measures

Pupil performance/achievement is measured using two key metrics:

Attainment is the academic standard of a pupil's work shown by examinations, test results or teacher assessment. It is recorded as grades, scores and levels, showing a pupil's level of achievement at a point in time.

Progress is what pupils achieve over time when comparing previous attainment to current attainment. The DfE measurement considers the attainment of pupils with similar starting points to determine expected levels of achievement and the progress made in comparison.

How pupils are assessed

Pupils are assessed throughout their education. This includes school-designed systems as well as statutory formal assessments which the government sets expected levels of achievement for.



Stage	Assessment method and measures
Early years foundation stage (EYFS) Ages 3-5 (Nursery and Reception)	Reception baseline assessment – practical tasks assessing pupils’ maths, literacy, communication and language skills, taken in the first six weeks of Reception. <ul style="list-style-type: none"> » Used to create a cohort-level baseline measure to calculate progress at the end of Year 6. EYFS profile – an assessment of 17 early learning goals (ELGs) at the end of Reception year. <ul style="list-style-type: none"> » Pupils reach a good level of development (GLD) if they achieve an expected level for ELGs in prime areas.
Key stage 1 Ages 5-7 (years 1 and 2)	Phonics screening check – informal assessment taken in year 1 to track phonic skills. <p>School administered tests (SATs) – optional tests in maths, reading, grammar, punctuation and spelling, and teacher assessments, for pupils at the end of Year 2.</p>
Key stage 2 Ages 7-11 (years 3 to 6)	Multiplication tables check (MTC) for Year 4 pupils. <p>National curriculum SATs – measures attainment in maths, reading, grammar, punctuation and spelling, and teacher assessments in English writing and science, at the end of Year 6.</p> <ul style="list-style-type: none"> » Pupils scoring at least 100 for national curriculum have met the ‘expected standard’.
Key stage 4 Ages 14-16 (years 10 and 11)	GCSE or approved equivalent qualifications. <ul style="list-style-type: none"> » Graded on a 9-1 scale, where 9 is the highest and 1 is the lowest. Grade 4 is the minimum for a pass. » Attainment 8 – pupil performance across eight qualifications, with increased weighting given to core subjects, scored out of 90.0. » Progress 8 – how pupils performed compared to the national average who achieved similar results at the end of key stage 2. » Schools are measured on the number of pupils that take GCSEs in a core set of subjects (English, maths, two sciences, a language, history or geography) known as the English Baccalaureate.
Key stage 5 Ages 16-18 (years 12 and 13)	A Levels, Applied General Qualifications (AGQs), T Level, Tech Levels, Technical Certificates and other vocational qualifications. <ul style="list-style-type: none"> » Average point score (APS) measures average level of attainment.

2. Data viewed by the board

Governing boards and relevant committees should receive regular reports from senior leaders on pupil educational performance. Data and analysis should be clearly presented and easy for governors and trustees to interpret and evaluate the attainment and progress of all pupils at a strategic level. This should be accompanied by information on the unique context of their school(s), its community and different pupil cohorts, to understand the effect of this on the data. In a MAT, the trust board will determine the data that will be looked at by the trust board and the data that will be explored at local level.

Governing board skills and knowledge

Those governing require a basic level of understanding of educational performance data and should seek out training and support to gain this if needed. All boards should have at least one member with the skills needed to interpret the full detail of educational performance data.

Data sources

Internal data

Governors and trustees should expect to see summaries of internal school data. This is generated by teachers through internal systems for tracking data such as on the attainment, progression, attendance and behaviour of all pupils and of different pupil groups in the school. It provides an overview of current and expected progress, compared to external data which is historic.

Boards should assure themselves that the system used by the school or trust is suitable, effective and understood by all involved. In MATs, trustees should also ensure there is a consistent approach to tracking data across the trust that allows for meaningful evaluation to be made.



External data

Schools have access to external data provided by the DfE on key headlines and comparative performance measures for pupil outcomes against local and national standards.

- » National performance tables provide information on pupil attainment and progress, school finances, pupil absence and school workforce with other local or similar schools.
- » Analyse school performance (ASP) is a web-based system available to boards and school/trust leaders. ASP uses data collected from performance tables and provides a more detailed analysis that boards may want to focus on as a starting point.
- » Inspection data summary report (IDSR) consolidates and analyses school data. The IDSR includes sections on contextual information, attendance and behaviour, and achievement. Each section is benchmarked, with comparisons indicating where variations significantly differ from the average, and can be broken down by pupil groups, trend data and subject data.

Benchmarking

Benchmarking helps boards understand how outcomes compare more widely and whether they are average, strong or if there are areas for concern. Performance outcomes for the school can be compared against:

- » national averages
- » regional/local authority averages
- » similar schools (size, area, income, FSM, EAL, etc)
- » similar pupils (when considering starting points and a range of characteristics)
- » school data from previous years
- » (for MATs) schools across the trust

Data should also be broken down into different year groups, subjects and pupil groups so that governors and trustees can interrogate any trends or barriers that need further consideration.

Breakdown by pupil groups

Pupil groups may include gender, disadvantage including those eligible for free school meals (FSM) and children in care, pupils with SEND, ethnicity, pupils with English as an additional language (EAL), high prior attainers and term of birth.

Attention should also be paid to the intersectionality of different characteristics, e.g. pupils who are both male and summer born.

Triangulation

The data that the board evaluates should, wherever possible, be compared and verified with at least two other sources of information. When compared, the different sources should tell the same story about the progress being made.

- » Stakeholder engagement – feedback from conversations with pupils, parents and staff.
- » External expertise – boards should view reports and updates from external experts such as consultants or school improvement advisers.
- » Monitoring visits – meeting with key staff and observing the learning environment on monitoring visits allow boards to experience for themselves how outcomes are being achieved.

3. Providing strategic oversight

Most governing boards establish a committee with delegated responsibility for monitoring educational performance in more detail, reporting back to the full board.

In MATs, academy committees are usually delegated oversight of standards, which includes educational performance, for their school. The trust board should have oversight of how trust wide and individual strategic plans align, and how schools are held to account for pupil attainment and progress by trust executives and the local tier of governance, with mechanisms in place for the local tier to report upwards.



Evaluating data

Governors and trustees should focus on the following when evaluating data, to assess what it says about school/trust educational performance and help drive improvement.

- » Monitor progress against priorities in the school/trust strategy – whether you are on track to meet priorities, and why; what is going well; and what actions or adjustments are needed.
- » Identify strengths and weaknesses – how the school's data compares when benchmarked, and what lessons can be learned or areas need improvement.
- » Look for trends and patterns in the data – what this looks like for different pupil groups; how it can be explained; and the impact of, or need for, targeted interventions.
- » Consider how educational performance correlates with wider outcomes – what insights can be gained from viewing academic performance alongside data on attendance, behaviour, pupil wellbeing, post-school destinations, etc.

Improving educational performance

Educational performance is connected to many of the board's wider strategic responsibilities, and so improvement plans and priorities will take a multi-stranded approach.

The NGA recommends that governing boards focus on the following areas to improve educational outcomes in their school or trust.

- » Strengthening leadership – headteachers and CEOs create the conditions in which teachers and other staff can thrive so that pupils can succeed.
- » Teacher development – providing teachers with effective continuing professional development (CPD) helps to build capacity, increase retention and improve outcomes.
- » Curriculum development – governing boards are in a unique position to influence and support curriculum development.
- » The learning environment – governing boards have a crucial role to play in creating supportive, safe and inclusive learning environments.
- » Removing barriers to learning – governing boards should ensure that pupils who are at a disadvantage have the support they need to learn and fulfil their potential.

Questions to ask

The following are examples of questions that governors and trustees might ask about educational performance in full board meetings, committee meetings, or during monitoring visits.

Consider how you might use these examples to construct your own questions, informed by the specific context and data about your school or trust.

1. How does attainment and progress compare to local and national averages? In what aspects is the school/trust an outlier?
2. What does attainment and progress data tell us about the quality of teaching and learning?
3. Which year groups or subjects get the best and worst results, and why?
4. What plans are in place to address underperformance? How will this be monitored?
5. Which groups of pupils are the highest and lowest performing, and why?
6. How does the attainment and progress of pupils eligible for pupil premium compare with other pupils, and groups of pupils, in our school/trust?
7. What progress are pupils with an EHC plan or on SEN support making? How do we know that provision for these pupils is effective?
8. What barriers to progress do different pupils face, and what are we doing to remove them?
9. How do we stretch and support high-attaining pupils?
10. Are low attendance or behavioural issues having an impact on pupil outcomes?
11. Do staff have the support and resources needed to meet improvement plans?
12. Are we setting the right targets for our improvement priorities? Are they ambitious and is there sufficient investment to meet them?
13. Where do pupils go when they leave? What does destination and careers data, including for pupils with SEND, tell us about the school/trust's educational performance?





Safeguarding:

Parental Conflict

Whether parents are together or separated, the relationships they have with each other really matter, and when parents get on, their children do better. Parents and other caring adults are hugely important to their children, and when those adults are able to effectively communicate and cooperate, it can have a positive impact on a child's life. There are things that professionals can do to support parents' relationships.

Credit: North Yorkshire Safeguarding Children Partnership

What sort of behaviours are harmful?

Whether together, separated or divorced, all couples and co-parents will have arguments or disagree sometimes. But if that conflict is frequent and intense, it can be harmful to both children and adults too. All couples and co-parents may experience challenges in their relationships, but when that conflict is poorly resolved and they are unable to find solutions, it can be damaging. Parental conflict may include regular bickering, arguing, micro-managing issues such as contact, lack of positive communication, name-calling and point-scoring. It may also involve the children as they are used as messengers, spies, mediators or confidants, all of which may impact their wellbeing.

Parental conflict is not the same as Domestic Abuse. It does not involve coercive control, emotional, physical, financial or sexual abuse and does not involve either party feeling fearful of the other. Parental conflict is when parents struggle to get on without disagreeing, but where the relationship is an equal one.

Impact on Children

Research shows us that if children and young people are exposed to poor, conflictual or distressed relationships around them, it can have a negative impact on all aspects of their life. Their schoolwork, their health, their wellbeing and their relationships with other people, including their parents may suffer. We also see links between the relationships surrounding children and the behaviour they display. Often parents will focus on the child's behaviour rather than understanding how their adult relationships are influencing that behaviour.

Children don't have to see or hear arguments to know they are happening. Children will sense arguments and hostility and may feel guilty, think it's their fault and worry about what might happen. Children can feel caught up in the middle of conflict.



Children of all ages are affected by parental conflict. Having conversations with parents about how their couple / co-parent relationships impact on the child is really important.

The quality of the interparental relationship, specifically how parents communicate and relate to each other, is increasingly recognised as a primary influence on effective parenting practices and children's long-term mental health and future life chances.

Talking with parents about relationships

No relationship is perfect, and it's normal for couples to face challenges at different points. Sometimes these challenges are linked to big life events, such as the arrival of a new baby and sometimes they come from day to day pressures like money worries, work stress, or sharing household responsibilities.

Practitioners play a key role in helping parents feel comfortable talking about their relationships. By normalising these conversations and highlighting how relationship quality affects children's wellbeing, you can create a safe space for parents to reflect without feeling judged or blamed.

Relationships are complex, and many parents may not realise how much their child has been affected by ongoing tension or stress. When parents feel understood, they're better able to make small changes that strengthen their relationship and support their child's wellbeing.

Useful Links and Resources

[Home | East Riding Safeguarding Children Partnership](#)

[NYSCP](#)

[Home – Relationship Matters](#)

[Relationship advice – Coram Family Lives](#)





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