



ISSUE 16

# One Family

with Wonder

## Guidance for School Meal Provision

### Explore Wonder...

- Finance: PE & Sport Premium Monitoring
- Opening Doors to Effective Writing
- Safeguarding: Multi Agency Screening Team (MAST)



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

# One Family

ISSUE 16

## 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).



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# The Big

# Conversation



## Our Next Conversation:

## How do we **Empower** our communities?



As the three project groups get underway from our Big Conversation about our Educate value, we now begin exploring our value of Empower. Feedback from across our family demonstrated the passion our colleagues have for our pupils and students to experience the wider world and to realise the various career pathways open to them.

Our Empower Conversation will focus on how we empower pupils, colleagues and our school community to grow and excel academically, professionally and personally. We look forward to sharing our conversation with you.

“High achievement always takes place in the framework of high expectation”.

Charles Kettering

- » How do we help create social and economic mobility, overcome barriers, to bring about the positive change we seek within our wider community?
- » How do we empower a pupil or colleague to excel academically, to learn and grow personally or professionally, to capitalise on their talents?
- » How do we use our energies for the benefit of our peers and fellow colleagues within the community?
- » How do we make it easier for you to have quality conversations with your line manager, so you can share your views during a busy school week, so you can contribute and help shape the journey and they can support you professionally with your work?
- » How do we make the performance management process (or similar) more helpful in providing the support and professional development you would like, to retain great colleagues within our schools and Trust?
- » How do we recognise colleagues hard work, accomplishments and share your successes?
- » How do we support our volunteers, who give of their time freely to support our community, to provide them with the necessary induction, training, and recognition of their efforts?



# Wonder School Family News

## Swimming for Charity

Well done to pupils at Pocklington Junior School who swam for the Marie Curie Swimathon 2024 to raise vital funds for the charity. The world's largest annual fundraising swim takes place in 400 pools across the UK. Last year, Swimathon swimmers raised over £1 million - incredible! By taking part, our pupils will be helping people living with a terminal illness, and their families, get the care and support they need. The Swimathon has a number of challenges to choose from - 400m, 1.5k, 2.5k, 5k or triple 5k, on your own or as part of a team. If you would like to know more: [Marie Curie](#)



## Community Art Show

Pupils and students at Woldgate School and Sixth Form have held their annual Art & Music Exhibition evening at local community venue, Pocklington Arts Centre. All artworks will be displayed until 1st June 2024. This is a fabulous community collaboration and allows pupils and students to showcase their incredible talent in both art and music. Well done to all the artists, musicians and colleagues who bring this to life.

**POCKLINGTON  
ARTS  
CENTRE**

# Wonder School Family News



## Partnering with University

Pupils at both Eskdale School and Caedmon College gained invaluable experience with a visit to CU Scarborough University to take part in a Business Experience Day. Activities included project management, branding, finance, sales and communication. These are key skills for the pupils to take forward with them and allows them the opportunity to consider areas of business they may be interested in as well as get a taste for university life.



## Creating Our Own Statues

Pupils at Melbourne Primary School had an exciting and fun time deciding what to include as part of their statue creations that would display their favourite hobbies and interests. How fascinating to see how the pupils decided what to include and try to create and mould this in statue form. What would you include on your statue?



# Wonder School Family News



## The Wonder of Play

Following our article in the last issue from Gareth Davies on the Wonder of Play, we could not resist sharing the wonderful play activity of the Early Years Foundation unit at Stamford Bridge Primary School. What is the cardboard box going to be today? We love this demonstration of role play as it became an x-ray machine and children dressed up as doctors too. Fabulous imagination!



## Sharing Success with Local MP

Graham Stuart MP met pupils and staff at Longcroft School and Sixth Form to see for himself the amazing progress that the school has made over recent years with the support of the Wonder Learning Partnership Trust and show his support for the partnership's exciting vision to secure sustained educational excellence in the locality.

Graham noted the impressive facilities that are now available to those seeking a world class coeducational secondary school in the communities of Beverley and the surrounding areas. Visiting a range of subjects, he was able to talk to children about their impressive work and their ambitions for the future, sharing his own experiences of education not only as a pupil himself, but also in developing and shaping national policy.

Having been involved from the early stages in brokering the partnership between the East Riding Local Authority, Wonder Learning Partnership Trust and the school, Graham knows well the Longcroft journey and has played a key role in its widely acknowledged success. Leaders discussed how grateful they have been of the Local Authority's support in facilitating this partnership and in doing so investing in the school and community. There is now an exciting opportunity to secure the long-term future of the school and further develop partnerships within the locality, ensuring that the great outcomes achieved to date form the foundation for sustained excellence.

# Opening doors to effective writing

In September 2023, Trust primaries met for a full-day workshop on writing. The workshop represented a culmination of months of hard work from primary Trust writing leads and, while based on several different approaches, was led – in the main – by the Opening Doors approach to writing.

## What is Opening Doors?

Bob Cox, who created the Opening Doors approach, delivered a series of webinars to primary teachers in our Trust throughout the last academic year and worked intensively with Trust writing leads to support the creation and resourcing of a Trust-wide writing curriculum.

### Opening Doors is based on five key concepts:

- » Pitch lessons beyond the level of the most advanced pupil
- » Scaffold and intervene as appropriate for others
- » Link quality texts from the past to the present and across the globe
- » Exploit the potential of literature, including poetry, to give scope for new learning and deep knowledge acquisition as well as general knowledge
- » Plan for sequencing and progression of knowledge via concepts in English



**Kirsty McMurdo**

**Trust Head of Teaching and Practitioner Development**



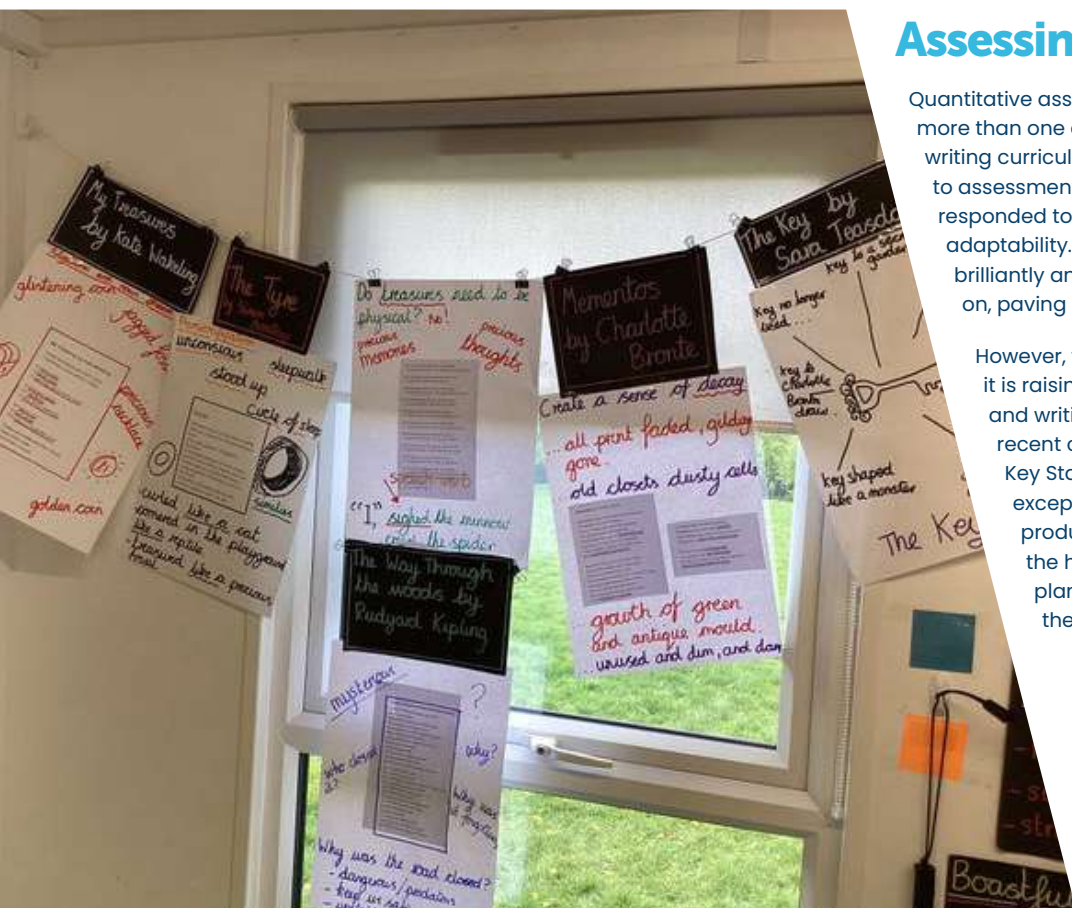


## Development of writing in Trust primaries

While the Opening Doors approach can sit happily alongside existing schemes and approaches, we have created a curriculum that is contextualised to our schools.

It hasn't been easy. When delivering lesson that are pitched "beyond the level of the most advanced pupil", effective pedagogy and top notch subject knowledge are vital. Trust primary teachers and pupils have worked tirelessly to close gaps from previous approaches and raise the bar for writing.

The approach, combined with the University of Exeter's Grammar for Writing pedagogy, has been in place at Woldgate for several years. Therefore, the switch to this approach provides all children within our Trust with a seamless transition between phases.



## Assessing impact

Quantitative assessment of a new approach takes more than one academic year. Changes to the writing curriculum have necessitated changes to assessment, which Trust teachers have responded to with their normal resilience and adaptability. This is shining a light on what we do brilliantly and what we need to continue to work on, paving a clear path for future development.

However, what we do know for certain is that it is raising the quality of thinking, discussion and writing within our classrooms. At a recent cluster group writing moderation, Key Stage 1 teachers proudly shared the exceptional writing that children had produced. Children had clearly used the high-quality texts selected by the planning team as a springboard for their own writing.

## Readers to writers

The link between reading and writing is evident in the work below. Children in years 3 and 4 have been completing a poetry unit that has absolute fidelity to Opening Doors. The poems are linked by the theme of 'finding things', which functions as a preparatory activity for children to write their own 'finding tales'. A discussion of different story types, or archetypes as we refer to them, warrants its own article!

### The writing speaks for itself. Children explored *My Treasures* by Kate Wakeling:

These are treasures that I keep, I hold them close before I sleep.

A silver coin,  
a twisty shell,  
a leaf that has a lovely smell,

a birthday badge,  
an apple pip,  
a very shiny paperclip,

an acorn cup,  
a curly straw,  
the key to a forgotten door.

These are treasures that I found,  
I keep them safe,  
I keep them sound.



### This poem prompted a superb response from a Year 4 pupil:

A glittering coin,  
a curvy shell,  
a leafy from a tree that gently fell.

These are the treasures that I keep, I hold them close before I sleep.

A million books,  
a soft pillow,  
the glorious smell of the willow.

A large doorway,  
a comfy bed,  
come down and rest your sleepy head.



**Children also used Mementos by Charlotte Bronte as a prompt for their own writing. The original poem:**

ARRANGING long-locked drawers and shelves  
Of cabinets, shut up for years,  
What a strange task we've set ourselves !  
How still the lonely room appears !  
How strange this mass of ancient treasures,  
Mementos of past pains and pleasures;  
These volumes, clasped with costly stone,  
With print all faded, gilding gone;

These fans of leaves, from Indian trees  
These crimson shells, from Indian seas  
These tiny portraits, set in rings  
Once, doubtless, deemed such precious things;  
Keepsakes bestowed by Love on Faith,  
And worn till the receiver's death,  
Now stored with cameos, china, shells,  
In this old closet's dusty cells.

I scarcely think, for ten long years,  
A hand has touched these relics old;  
And, coating each, slow-formed, appears,  
The growth of green and antique mould.

All in this house is mossing over;  
All is unused, and dim, and damp;  
Nor light, nor warmth, the rooms discover  
Bereft for years of fire and lamp.



**Children were asked to emulate the sense of decay in the poem. One Year 4 pupil wrote:**

In the drawer you will find  
Things that are promised to bend your mind.  
Silver, gold, brooches and pins,  
Many other disastrous things.

A necklace of pearls is how this unfurls  
From across the Indian seas.  
But now it grows old, gathering slow-forming mould  
Forgotten, lost and unseen.

These drawers are over 100 years old,  
Imagine what stories they could have told.  
In this house there are secrets galore,  
And the secrets remain forevermore.

**As we develop a Trust reading for pleasure spine, we have thought carefully about the texts we have selected and how they can support our young readers to become writers. Extracts from writing units whet children's appetites, while our reading spine allows them to explore these texts as readers.**

**We are proud that our approach to writing, and reading, is ambitious and contextualised for the communities we serve: we celebrate our Yorkshire heritage through writers such as Simon Armitage and Charlotte Bronte, while also acknowledging the experiences our children have through compelling texts such as The Final Year by Matt Goodfellow.**





# Finance

## PE and sport premium monitoring tool

**The PE and sport premium is funding allocated to primary schools that must be used to:**

- » make additional and sustainable improvements to the existing PE, sport and physical activity offer available in the school
- » build capacity and capability in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

The National Governance Association (NGA) has developed a **monitoring tool**, in partnership with the DfE and the Local Government Association (LGA), which sets out areas of focus for governing boards evaluating PE and sport premium spending decisions.

**The tool covers the:**

- » areas where schools should prioritise PE and sport premium
- » role of continuing professional development (CPD) in securing sustainable improvements
- » questions to ask when evaluating the impact

This is a helpful resource for school governors in their oversight of this specific grant funding.



# Governance

## Guidance for governing boards in schools and trusts

**Schools play a significant role in supporting pupils to develop healthy habits and behaviours that extend into adulthood. For many children and young people, school lunches also help with hunger and food insecurity which can have a significant impact on wellbeing and academic engagement.**

A good school food offer encompasses:

- » the provision of food (breakfast, lunch and snacks – as appropriate)
- » environment and culture
- » curriculum
- » extra-curricular activities

Ofsted now put a greater focus on how schools and trusts promote a culture and ethos of healthy eating, and how pupils learn to keep themselves healthy.

Use this guide to support discussions with school leaders about:

- » the components and benefits of a quality and inclusive whole-school food offer
- » how governing boards can influence, support and monitor school food provision

### 1. The governing board's role

Governing boards have a crucial role in establishing a positive school food culture and a statutory responsibility to ensure adherence to School Food Standards. Department for Education ([DfE](#)) [guidance](#) sets out the board's role which includes:

- » Providing strategic direction – promoting a whole school food policy, ensuring school food is part of the board's monitoring programme and engaging with stakeholders to evaluate food culture and ethos.
- » Holding school leaders to account – ensuring standards are met, all pupils gain equal access and adequate resources are in place.
- » Overseeing financial performance – monitoring take-up of school meals and ensuring catering contracts offer an appropriate specification and provide value for money.



## 2. Understanding school food provision

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

### Do we meet the school food standards?

The **School Food Standards** are designed to support children to develop healthy eating habits and help school caterers to meet this need. The standards for school lunches include:

- » one or more portions of vegetables or salad as an accompaniment every day
- » at least three different fruits and three different vegetables each week
- » an emphasis on wholegrain foods in place of refined carbohydrates
- » an emphasis on making water the drink of choice
- » limiting fruit juice portions to 150ml
- » restricting the amount of added sugars or honey in other drinks to 5%
- » no more than two portions a week of deep-fried, batter-coated or breadcrumb-coated food
- » no more than two portions of food which include pastry each week



## Quality assurance awards

Awards are a way of ensuring high school food standards and demonstrating quality to stakeholders. For example, the **Food for Life award** is centred around food quality; food leadership and culture; food education; and community partnerships.

### Is our provision inclusive?

#### Exploring different cultures

School food should form a fundamental part of the educational journey, offering opportunities to explore food from other cultures and dietary requirements, while also offering familiar dishes to pupils from different cultural backgrounds. Bite Back's **Spill the Beans report** includes insights around food from various cultures.

#### Meat free

Providing a range of filling and nutritious vegan and vegetarian options is also important, particularly as more people choose to reduce or eliminate animal products from their diet. **NGA's environmental sustainability guidance** offers tips on your school food offer.

#### Cost

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

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

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



## Cost of the school day

The Child Poverty Action Group (CPAG) offer a range of [guidance and resources](#) to help schools ensure the cost of the school day does not impact families living in poverty.

## Do we invest in CPD?

Ensuring that all teachers and support staff have a good knowledge of health and wellbeing and the role good school food plays should form part of school staff CPD.

### Governing boards should:

- » check what CPD staff receive to support their knowledge of health and wellbeing
- » evaluate the impact of CPD on provision – consider how the lunchtime experience contributes to the culture and ethos of the school when making a school visit

# 3. Free school meals

## Eligibility

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

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

## Identifying eligible families

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

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

A small number of LAs have implemented auto-enrolment for pupils eligible to receive FSMs (for example, as part of the [FixOurFood initiative](#)), resulting in significant increases in take-up rates.



## 4. How boards can influence provision

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

### Make school food part of your strategy

Ensuring clarity of vision is the first core function of every governing board and is integral in helping develop and deliver the school food strategy. Identifying strategic goals for the health and wellbeing of pupils, building the expertise of staff, and linking them to outcomes in other areas – such as academic learning and behaviour – will have a demonstrable impact. DfE guidance on school food culture prompts schools to identify a member of senior leadership and the governing body to have specific oversight of school food provision and education. NGA's guide to Being Strategic offers school leaders and governing boards a robust annual cycle for creating, monitoring and reviewing strategy.

### Develop a school food policy

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

- » healthy packed lunch rules
- » the curriculum and extra-curricular activities
- » pastoral care and welfare issues
- » stakeholder engagement The Healthy Zones programme provides templates and guidance for developing policies for both primary and secondary school phases.

### Stakeholder engagement

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

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

Establishing links with specialist partners can assist where time and resources present a barrier. There are many national and local initiatives that schools can access:

- » [Change4Life](#)
- » [National School Meals Week](#)
- » [What Works Well](#)





# Safeguarding

Credit: North Yorkshire Council Safeguarding

## What is the Multi Agency Screening Team (MAST)?

The concept of Multi-Agency Screening has been in existence for several years and aims to ensure consistent safeguarding services to children and young people. The importance of timely and targeted sharing of information in order to enhance the protection of children is widely recognised.

The function of the MAST is to create an environment where sensitive information can be shared securely by the three agencies with statutory responsibilities related to Early Help and Safeguarding; Social Care, the Police and Health partners to decide on how best to support and safeguard children.

### MAST consists of:

- » Social Work Team Manager
- » Social Work Practice Supervisor
- » Early Help Casework Practitioner
- » Children and Families Worker
- » Social Worker
- » Business support
- » County Police; detective sergeants, detective constables, intelligence management officer and administrator.
- » Specialist Nurse Child Protection.

MAST are based remotely but work closely together and meet regularly. MAST professionals access their own agency's information about a child and family in order to support shared decision making to improve outcomes for children, where statutory intervention is required or where alternative services may be needed.



## The Multi-Agency Screening Team helps deliver three key functions:

### Information based risk assessment and decision making based on Signs of Safety:

Identify through the best information available those children and young people who require support or a necessary and proportionate intervention.

### Early identification and harm reduction:

Identify vulnerabilities and future vulnerabilities in children and young people who are likely to experience harm and ensure partners work together to deliver harm reduction strategies and interventions

### Co-ordination of all safeguarding partners:

Ensure that the needs of vulnerable children and young people are identified and signposted to the relevant partner/s for the delivery and coordination of both statutory and non-statutory support and intervention

## How do you make decision?

MAST use the 'Strength in Relationship' practice model which is underpinned by Systemic Working and Practice, using of Signs of Safety (SofS) to make decisions about contacts in a timely and consistent manner.

MAST share proportionate and necessary multi agency information across systems, using professional judgement, guided by the Continuum of Need and contact families and referrers when further information is needed to ensure right decision are made at the right time. MAST screen contacts to Children and Families service in a variety of ways; as an individual professional using one information system only, through one:one discussion between multi-agency partners utilising two information systems or the most complex of contacts are screened live in daily meetings where all multi agency partners are involved. Having a multi-agency approach strengthening information-sharing across agencies, informs our response to concerns raised about the welfare of children. Daily meetings increase the quality and appropriateness of referrals from partner agencies, leading to a more effective use of resources and the right outcomes for families first time round.

## Outcomes of screening:

- » Allocation to Safeguarding team for Child and Families Assessment
- » Allocation to Disabled Children's Team for Child and Families Assessment
- » Allocation to Early Help for assessment.
- » Allocation to Healthy Child Team.
- » Information triangulated with Education setting to consider support within school.
- » Provision of information and advice.

All contacts will be screened, and a decision made within one working day of a contact being submitted to the Customer Service Centre. Referrers are notified of the outcome of contact either by the team where the support has been allocated to or by the MAST screener should the directions be made for information and advice.

## What else do you do?

MAST review all domestic abuse incidents which have not resulted in a referral to children services via the usual route or not already open to safeguarding social work teams. These reviews are held to ensure appropriate information is shared and right levels of support are offered to families, children and young people who have experienced domestic abuse.

MAST is involved in the MACE arrangements through reviewing all Child Exploitation assessments which have been completed by Children and Families Workers. These meetings involve the allocated Children and Families worker, Police, HDFT and social worker manager and occur three times per week. These meetings ensure consistent recognition and responses to child exploitation across a region. Information about contextual safeguarding concerns identified in these meetings are forwarded to MACE for locality discussions.

MAST are involved in daily huddles with partners in Emotional Wellbeing Services to discuss the most appropriate support for Children and Young People who are experiencing difficulties with their emotional wellbeing to promote children and their families receiving the right support, at the right time from the right people.

MAST respond to calls on the [Consultation Line](#), this advice service is available to all professionals who have concerns regarding a child safeguarding situation to gain advice. See consultation line [NYSCP \(safeguardingchildren.co.uk\)](https://www.nyscp.org.uk/safeguardingchildren.co.uk)





# Professional Development with the Institute of Education

Designed to empower colleagues and achieve higher pupil outcomes, our courses are delivered by active teaching practitioners and educational leaders with the content being evidence-informed, up to date and contextually relevant.

We also work with strategic partners to provide an exceptional training school offer. All of our professional development courses are delivered from our Centres of Excellence across the East Riding of Yorkshire and North Yorkshire.

1. Choose your training course
2. Choose your nearest Centre of Excellence
3. Complete our booking form to secure your place

For more information and course booking visit:  
[www.wlp.education/  
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## Training & CPD Courses & Events

The Wonder Institute of Education’s training content is evidence-informed, up to date and contextually relevant to classrooms and schools. Recognising that time is precious, we are delivering our training from Centres of Excellence across North Yorkshire and the East Riding of Yorkshire.

All Training Courses	Leadership Courses	Teaching and Learning Courses	SEND Courses
Safeguarding Courses	Governance Courses	Networking Events	Early Careers Teachers





# We Are Recruiting!

**Primary and Secondary Education**



**Wonder**  
Learning Partnership  
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[www.wlp.education](http://www.wlp.education)





# Recruiting Trust Governors

## WHAT IS BEING A TRUST GOVERNOR:

- > Rewarding
- > Sharing & gaining knowledge and skills
- > Strategic working
- > Being a critical friend

Contact us if you would like to know more:

01759 371 430 or [office@stamfordbridgeschool.co.uk](mailto:office@stamfordbridgeschool.co.uk)

Part of the Family:



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