

Annual Report

Godalming Learning Partnership

June 2022-June 2023



OUR VISION

The Godalming Learning Partnership will work collectively to ensure that all children in our area receive the highest quality education, whilst valuing each school's autonomy and uniqueness. The work of the Partnership will not in any way affect the statutory responsibilities of individual Governing Bodies for the school they serve.

GODALMING LEARNING PARTNERSHIP
Hallam Road, Meadow, Godalming, GU7 3HW
A charitable company limited by guarantee
Reg no: 11717912



Contents

1. INTRODUCTION	3
2. OBJECTIVES AND ACTIVITIES	4
3. ACHIEVEMENTS AND PERFORMANCE	6
4. STRUCTURE, GOVERNANCE AND MANAGEMENT	9
5. FINANCIAL REVIEW	11
6. EXEMPTIONS FROM DISCLOSURE	13
7. FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS	13
8. LEGAL AND ADMINISTRATIVE DETAILS	13
<i>Appendix 1</i>	15
<i>Appendix 2</i>	16
<i>Appendix 3</i>	17

**APPROVED BY THE BOARD OF DIRECTORS AND
SIGNED ON BEHALF OF THE BOARD**

Michael Guest

**Michael Guest
14 June 2023**

1. INTRODUCTION

The Godalming Learning Partnership (GLP) was formed in December 2018 following several years of discussion amongst the Godalming Confederation schools about the best way to formalise our decade of successful collaborative working. We chose this Co-operative Partnership model because it means that our stakeholders, be they pupils, staff, parents, carers, local community, or governors, have opportunities to contribute in many ways and it gives us the opportunity to collaborate and learn from each other while protecting the autonomy and individual nature of each of the schools.

Our first years have seen notable advancements in our work together, and in the wider educational world. Of course, a significant amount of our time was during pandemic restrictions, propelling us to embrace the dramatic shift to online only or hybrid learning and governance. We have supported children's mental health and well-being again this year, and have moved our focus to the well-being of our staff whose dedication, determination, creativity, resilience, and professionalism brought us through the pandemic years. We would like to take this opportunity to formally record our continued admiration for all our school staff and senior leaders.

The GLP has continued to achieve notable successes in its work. Our *Talk for Writing* initiative drove improvements in writing, a programme that could only be afforded by the GLP Schools working together. The *Get Teaching* teacher training programme, delivered in partnership with Winchester University, continues to produce well trained post graduate qualified teachers, many of whom now teach in our schools. The very many other initiative achievements will be reflected upon elsewhere in this report.

In the last two years or so, the implications of Government and local policy on academisation have propelled us into investigating whether it is feasible for the GLP to form its own Multi Academy Trust (MAT), to join an existing one as a hub, or better to continue under current arrangements. With the number of Church of England schools in our membership, we needed the support of the Guildford Diocesan Board of Education (DBE) to pursue forming our own MAT. The DBE considered that it could not support this, effectively taking this option off the table. We shall continue to investigate the feasibility of joining an existing MAT as a Godalming hub, and to support our individual school Governing Bodies in their Due Diligence work on their best futures. We shall in any event continue with the successful work of the Partnership, building on our achievements so far.

This AGM sees Andrew Smith, our Associate Director, stepping back from most of his responsibilities with the GLP. Andrew has been a part of the education scene locally for a very long time, formerly Headteacher at Rodborough School, then lead officer for the previous Godalming Confederation, and contracted to GLP projects as Associate Director since its formation. Andrew played a massive part in the GLP's creation and subsequent success. His work on the MAT submission and feasibility has been of great significance. Andrew will continue to support the GLP on the MAT related matters. Thank you so much Andrew for all that you have done; it is very much appreciated.

I trust you will find our fourth Annual Report informative and interesting.

Michael Guest, Chairman of the Board

2. OBJECTIVES AND ACTIVITIES

Object

The official purpose of the Godalming Learning Partnership, as set out in our Memorandum and Articles of Association is to advance education for the benefit of the public, in particular but without limitation:

- i. *to advance the education of the learners at any School which is a Qualifying School, or at any other school in respect of which the Partnership acts or has acted as a foundation, it being acknowledged that in carrying out the Objects the Partnership must (where applicable) have regard to its obligation to promote community cohesion under the Education Acts: and*
- ii. *to advance education generally in the areas in which the Schools are situated; and*
- iii. *to advance the education of the learners at any Partnership School and any other school which works in partnership or collaboration (whether formally or not) with a school in respect of which the Partnership acts as a foundation.*

Aims

We will use the collective capacity of our schools:

- **to maximise the progress and achievement of every young person in our community**
- **to improve transition for all our learners across each key stage**
- **to use collective resources to broaden and enrich the learning opportunities for our community**
- **to develop long-term sustainable partnerships between schools, other education providers and external partner organisations**

You can find more detail on our aims in [Appendix 1](#).

Medium term goals

We work with a framework for setting priorities, creating accountability and monitoring progress in realising the GLP's vision. Our medium term goals agreed at the January 2020 Board are:

- **We will focus on the educational needs of our children when considering applications from potential partners.**
- **We will become financially efficient in order to fully fund the GLP development plan expenditure.**
- **We will have an embedded bespoke teacher training programme which provides high calibre teachers for our future children.**
- **The work of the GLP will be well known and respected within the local community.**

Values

Our values reflect those of the cooperative movement throughout the world and lead to a set of principles by which we put our values into practice:



- **Voluntary and open membership**
- **Democratic member control**
- **Member economic participation**
- **Autonomy and independence**
- **Education, training and information**
- **Co-operation among co-operatives**
- **Concern for community**

Activities

Our activities work towards achieving our aims. They change as identified needs change and our capacity to develop further improves. We currently focus on:

- *Continuing Professional Development:* joint INSET days, with follow-up work back in individual schools to drive up standards of teaching in key areas
- *Training programme:* new for this year, a full programme of training to meet needs ranging from first aid to middle management.
- *School Improvement:* peer review and external Healthchecks to cost-effectively identify areas most in need of development for a school and across all GLP schools
- *Moderation meetings:* termly joint staff sessions challenging judgements to develop a common approach to assessing and levelling children's work
- *Transition work at all stages:* into Reception Year, from Year 2 to Year 3, from Year 6 to Year 7, ranging from improved documentation and communication, to devising new approaches based on pupil, parental and school feedback and supporting secondary teachers in adopting *Talk for Writing* teaching strategies for Year 7 students upwards.
- *Curriculum Enhancement:* particularly sports, through the range of competitive and skills events run by the secondary schools' School Sports Coordinators (SSCOs)
- *Network groups:* a forum to share good practice and develop consistent approaches within specialist or subject areas e.g. Senior leaders, English & Maths Leads, Early Years Leads, Special Educational Needs Coordinators (SENDCoS) and, new for this year, P.E., Art and History Leads.
- *Teacher training:* a key part of our work to ensure our schools have high quality teachers whose values match those of our schools.
- *Joint approaches:* to help schools be more efficient and thrifter through joint policy development and joint purchasing of goods or services e.g. Data Protection Officer
- *Recruitment:* development of the GLP as a powerful tool to aid recruitment and retention of staff
- *Mental Health & well-being:* development of Mental Health Leads in each school who train and support staff to support children and each other.



3. ACHIEVEMENTS AND PERFORMANCE

Progress against areas for development 2022-2023

1. Develop a system of School Support in order to help all Trust schools remain at least 'Good'

Cooperative Values – Solidarity: Self-help: Self responsibility; Equity

a. School support strategy. **Completed and on-going.**

We negotiated a very cost effective healthcheck and support package with the School Alliance for Excellence (SAFE) which included:

- Support for governors with their Headteacher Performance Management.
- Support for any schools in Ofsted window and during inspection
- Intensive support for any school identified as meeting Support and Challenge Criteria
- Support days across the GLP schools to be used as required or on areas identified following the Healthcheck reviews.
- GLP Headteachers shadowing SAFE Leadership Support Partners in order to develop capacity to support our own schools.

b. GLP-wide training programme with a stable system of financing. **Completed and on-going.**

We have pump-primed a £25k GLP wide training programme, much of this cost being covered by our reserves from previous years. We have been able to maximise economies of scale by combining our collective training needs and commissioning our own courses. Training has covered the wide range of needs from essentials, such as first aid and safeguarding, to developmental, such as senior and middle leader development. See [Appendix 2](#).

We are planning next year's programme according to need and ability of schools to contribute a pro rata contribution to the cost which will be subsidised by a lower contribution from our reserves. Ultimately, we aim for the schools to be able to meet almost all of their training needs through the GLP's programme.

c. Training for Subject Leaders to enable them to develop their subjects more effectively. **Completed and on-going.**

We have begun a significant three year programme to improve standards in our broad curriculum by developing the leadership of Foundation subjects. This year we focused on Art, History and P.E. We have:

- Used INSET day time to enable Subject Leads to meet share best practice and agree what outstanding teaching in their subject looks like.
- Delivered development sessions with subject experts from Winchester University.
- Evidenced improvements in learning by identifying, implementing and evaluating modifications to curriculum content and delivery.

In 2023-24 we will develop Geography, Computing, Modern Foreign Languages or Early Years Foundation Stage and Personal Social and Health Education. In year 3 of the programme, we will develop Religious Education, Science, Design & Technology and Music.

2. Ensure the health and well-being of the pupils and staff in all GLP schools. **Partially complete and on-going.**

Cooperative Values – Solidarity: Self-help: Self responsibility; Equality; Equity

We continue to commission an external Mental Health & Well-being (MHWB) expert to train our MHWB Leads and this year to evaluate their action plans as well. We also trained additional staff to

become Mental Health First Aiders and established safeguarding supervision sessions to support our Designated Safeguarding Leads with the increasing demands made on them.

We have not yet investigated schools and the GLP as a whole gaining MHWB accreditation or working towards the Gold Award Healthy Schools standard, so this area will carry forward into 2023-2024.

3. School and GLP Organisation. Partially complete and on-going.

Cooperative Values – Solidarity: Self-help: Self responsibility; Democracy; Equity

a. Continue to explore the possibility of the GLP becoming a Multi Academy Trust (MAT).

Completed

The members of the MAT Strategy Group (Headteachers and Chairmen from all interested schools, including some from outside the GLP) and Steering Group prepared a comprehensive and carefully thought through submission for the Diocesan Board of Education (DBE), seeking their support for their GLP church schools to join a MAT created with the GLP secular schools. The process was useful for all schools and reaffirmed our belief in the benefits to GLP children of our local schools all working together. Sadly, the DBE were unable to support our submission and so the remaining objectives in this priority became irrelevant.

b. Continue to investigate the possibility of the GLP joining an existing Church MAT as a hub. On-going.

We had preliminary discussions with two of the three MATs that the GLP schools could currently join as a hub last year. We will now take this investigation further and have expanded the membership of the MAT Strategy Group to include those governors who are leading due diligence teams in each school.

4. Maintain and further develop a high quality teacher training course in order to improve the recruitment of excellent teachers to GLP schools. Almost complete and on-going.

Cooperative Values – Self-help: Self responsibility, Equality, Equity

We have redeveloped our publicity materials to promote the unique selling points of our programme in an increasingly competitive recruitment market. We achieved our aim of recruiting 10 students but in the end, three chose to defer their places and so 7 students have trained with us this year. We have not yet investigated fully whether we can also deliver the new Early Career Teaching training so this element will carry forward into next year.

We are delighted that Winchester University remains very keen to use our programme to support their PGCE when the government withdraws the School Direct route into teaching for 2024-2025. We will be working over the summer break to ensure that our offer meets all the new requirements.



Training

This year has seen a significant increase in the range of training that we are providing; it falls into 3 main areas:

- i. Training to support school improvement e.g. senior and middle leaders, Teaching Assistants.
- ii. Training to support the essential school staff needs e.g. safeguarding, first aid.
- iii. Training to support our GLP development foci e.g. Foundation Subject Leads and Mental Health & Well-being Leads.

The evidence from Healthchecks we commissioned from the Schools Alliance for Excellence, our externally led Safeguarding Audits and our Improvement through Peer Review sessions will feed into the GLP's development priorities for 2023-24.

Talk for Writing impact

It has been particularly pleasing to see the value that our secondary school colleagues have placed on our *Talk for Writing* work which has great progress in writing across the GLP that they chose to visit our schools to see *Talk for Writing* in action and are developing ways to incorporate its methodology and terminology in their Key Stage 3 English teaching. ensure children can continue to improve through Key Stage 3. This two-year initiative was identified as a priority during our Improvement through Peer Review (IPRs) sessions and, due to our group purchasing power, cost only £500 per school; a clear success for our GLP children and our schools' budgets.

New staff will continue to be trained in the *Talk for Writing* approach so that standards remain consistently high.

GET Teaching programme

We continue to offer a training programme with a personal touch and close contact with the programme organisers. School based training sessions are led by current excellent practitioners – usually Headteachers – and students visit all GLP schools to see different settings in action. They fully experience and contribute to the holistic education our children receive.

We are delighted that all students are on course to qualify at the end of the course, which means our pass rate since starting *GET Teaching* remains 100%, and that we have increased capacity in our pool of experienced mentors.

Mental Health & Well-being

The past three years of pandemic and recovery, their worries, restrictions, on-going additional workload and stress have had a significant negative impact on well-being across our schools. Recognising the extent importance of this area post the global pandemic, with its detrimental impact on children's ability to learn, we have agreed to protect part of an INSET day every year so that school MHWB Leads can work with staff on the school's particular MHWB development objective. Our broad focus on both staff as well as pupils will hopefully aid retention of staff within the country's education system and children's return to enjoying.

We have identified that this coming year we must establish initiatives to improve the well-being of our Headteachers in their ever-demanding role, which increasingly places them at the frontline of mitigating the impact of external social, financial and system change on school children and their families, with ever-decreasing professional support.

4. STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing Instrument

The Godalming Learning Partnership was incorporated as a charitable private company, limited by guarantee registered with Companies House on 08 December 2018. The Partnership is governed by our Memorandum and Articles of Association.

Recruitment and appointment of new Directors

The power to appoint new directors of the charitable company is vested in the directors who are its Trustee for the purpose of charity law. Under the requirements of the Articles of Association, Trustees are appointed in the following ways:

- a. Two Trustees per school from the Founder and Associate schools: the Chairman of Governors (or their representative) and the Headteacher
- b. Two Trustees from the Representative Council
- c. One Trustee from the Cooperative Schools Network (CSNet) and each Educational & Strategic Partner organisation

Each Trustee has one vote.

Induction and training of new Directors

The directors share responsibility for the induction and training of all new directors of the Partnership and this is an area we are developing. New directors are provided with copies of:

- The Articles of Association
- The latest accounts of the Partnership
- The GLP Induction pack

New directors are asked to read and familiarise themselves with Charity Commission guidance notes CC3 – The Essential Trustee. In addition, directors are encouraged to read Charity Commission and other newsletters and to attend courses designed to keep them abreast of their duties and responsibilities.

Organisational structure

The directors of the charitable company are the same people as its company law members. The directors manage the Partnership generally and meet at least three times each year to take jointly all decisions necessary with regard to the review of the Partnership's activities and achievement of objectives. This Partnership Board is the overarching body responsible for the governance of the GLP, with ultimate responsibility for its strategic direction and meeting its aims and objectives; schools' own local Governing Bodies retain their autonomy. For a visual representation of our structure, see [Appendix 3](#).



GLP Board:

Voting members as above:

- Two Trustees per school from the Founder and Associate schools: the Chairman of Governors (or their representative) and the Headteacher
- Two Trustees from the Representative Council
- One Trustee from the Cooperative Schools Network (CSNet) and each Educational & Strategic Partner organisation

Non-voting members:

- Non-voting membership may be offered to our Educational Partner schools and Strategic Partner organisations whose representatives do not wish to become Trustees.

Definitions are:

- Founder Member schools:* The schools which changed their status to become Foundation schools in order to form the Cooperative Educational Partnership known as the *Godalming Learning Partnership*.
- Associate Member schools:* Schools which wish to play a full part in the life and development of the Partnership but which are unable to become foundation schools within the GLP.
- Educational Partner schools:* Schools which wish to actively work with the GLP but, for reasons thought by the Partnership to be valid, do not wish to become Trustees.
- Strategic Partner organisations:* Organisations with which a relationship is considered as beneficial to the Partnership, such as Surrey County Council, Winchester University and Guildford Diocesan Board of Education.
- Non-member schools:* Schools with which the GLP does not have any formal, long-term relationship.

Associate and Partner Trustees are not involved in decision-making concerning Founder schools' land and assets. Non-member schools can buy our services at a supplementary cost.

Andrew Smith is Company Secretary; certain day-to-day administrative decisions are delegated to the Steering group which meets six times a year.

GLP Steering Group:

- Chairman of the Board
- Vice-Chairman of the Board
- Chairman Headteacher Committee
- Finance Officer
- Clerk

with input as required from our consultant Associate Director.

Headteacher Committee:

The Headteacher Committee reports to the Partnership Board and is made up of the Headteacher, Head of School or designated deputy from each:

- Founder school
- Associate school
- Partner school

Each representative has one vote.

The Headteacher Committee meets six times a year and has two main roles:

- a. identify areas for development and improvement and report these to the Partnership Board.
- b. progress the actions agreed by the Partnership Board in the 1 year Development Plan.

Wider network

The Godalming Learning Partnership and its schools are part of a wider network of Cooperative schools known as CSNet.

Public benefit statement

The directors confirm they consider that the Partnership's activities, as set out in its Objectives and Achievements for the period are for the public benefit.

Related parties

The Partnership works closely with the University of Winchester as the accredited body for our School Direct Initial Teacher Training programme known as *GET Teaching*. The Partnership has no subsidiaries.

Risk management

The directors have a duty to identify and review the risks to which the Partnership is exposed and to ensure appropriate controls are in place to provide reasonable assurance against fraud and error. Operational controls are established and at Board meetings the significant risks facing the Partnership will be discussed. The Board reviewed the risks to which the Partnership is currently exposed and consider that they have established sufficient systems and procedures to mitigate those risks.



5. FINANCIAL REVIEW

Independent Examiner

The accounts have been prepared in accordance with the provisions of the Companies Act 2006 relating to micro entities.

Micro Entities must prepare:

- an abridged balance sheet
- an abridged profit and loss account

The required formats for the abridged balance sheet and abridged profit and loss accounts of

Micro Entities are set out in Section C, Part 1, Schedule 1 to the Small Companies and Groups (Accounts and Directors' Report) Regulations 2008, (as amended by regulation 10 Small Companies (Micro Entities' Accounts) Regulations 2013 and regulation 16(2) Companies, Partnerships and Groups (Accounts and Reports) Regulations 2015).

Under the Small Companies audit exemption, we are not required to prepare an auditor's report. However, we are keen to ensure external oversight of our accounts and will seek an independent examination in the coming year.

Statement of Directors' responsibilities in respect of the accounts

Company law requires the Directors to prepare accounts for each financial year which give a true and fair view of the state of affairs of the company and of the surplus or deficit of the company for that period. In preparing those accounts the directors are required to:

- select suitable accounting policies and apply them consistently
- make judgements and estimates that are reasonable and prudent
- prepare the accounts on a going concern basis unless it is inappropriate to presume that the company will continue in business.

The Directors are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Notes on finances

The GLP financial year runs from 01 April to 31 March. The year ending 31 March 2023 saw a net loss of £4,142. The total income received was £91,581 and the expenditure incurred was £95,723. The variance in net loss compared to our budget is due mainly to the lower take up of our training programme and the loss of one student. Lower salary expenditure also contributed to the lower anticipated loss. The reserves to carry forward are £33,706 which is made up of the net loss from this year of £4,142 and reserves carried forward from last year of £37,848. There is an amount of £20,678 being held in the confederation account via Godalming Junior School, and this amount will be transferred to the GLP accounts in 23/24, increasing our reserves to £54,384.

This year has seen the introduction of the GLP training programme. The GLP budgeted £28,000 for the training programme with individual schools being allocated spaces via a bid process. Some of the training offered includes access to SAfE audits, Healthchecks, Senior & Middle Leadership training, ELSA training, HLTA training and moderation sessions.

Income

- *Collaboration Primary & Secondary:* The government continues to provide schools with funding to support partnership working, which forms part of a school's delegated budget. We anticipated a significant drop compared to 21/22. The reduction in funding was 28.9% compared to a 12.7% drop in the previous year, and we can anticipate a further decrease in 23/24 in this area.
Our GLP schools have agreed to continue to pass this money on to the GLP.
- *Eventbrite:* This is income that we generate from selling excess training places to other schools. This training can include, but is not limited to, first aid and safeguarding training.
- *School Direct:* we receive £6,250 per student to cover the cost of providing training and mentoring in our schools. Most of the income is distributed to the schools directly involved but a sum is retained at the centre to cover the promotion and administration of the programme. It is received in two tranches based on an academic, rather than financial year. We show the income in the financial year in which it is received.
- *Sports Premium Funding:* This funding has been confirmed for the next financial year but remains a risk thereafter. GLP schools have agreed to allocate 10% of their sports premium funding to us so that we can continue to offer the enhanced sports curriculum provided by the School Sports Coordinators from the local secondary schools.
- *SSCO Additional Contribution:* we are extremely fortunate that our partner secondary schools continue to support the work of the GLP with their collaboration funding.

Expenditure

- *School Direct & Training Days:* This is the proportion of School Direct funding transferred to schools to support the mentoring and training plan of a School Direct Student Placement.
- *Advertising & Marketing:* These costs are for our website.
- *Heads Chair:* Payable to the Chair of the Head's group school. It is based on the cost of releasing the Deputy Head from class to cover the Heads absence. The cost is for HLTA cover.
- *SSCO:* These costs are directly related to our sports programme provided by the School Sports Coordinators and are paid to our secondary schools.
- *Consulting:* Cost of external consultants
- *Salaries:* Clerk and Finance Officer cost. Both are on the Godalming Junior School payroll and the cost is invoiced to the GLP. Additional costs in here for GLP work with Bursars from both Godalming Junior School and Busbridge CofE Junior School.
- *Staff Training:* We have been able to provide more training opportunities to our schools this year. Schools have had access to Healthchecks, Mental Health & Wellbeing training, Safeguarding Audits, Middle/Senior Leader training, Equalities training and Resilience training.

Balance Sheet

- *Current Assets:* Cash at bank £59,731; Accounts receivable £175
- *Creditors:* Accounts Payable, made up of 1 invoice for reimbursement of salary payments to Godalming Junior School
- *Accruals:* Remaining cost of School Sports Coordinator costs for Broadwater and Rodborough

6. EXEMPTIONS FROM DISCLOSURE

The GLP has disclosed all names and addresses.

7. FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS

The GLP holds no funds as custodian Trustee on behalf of others.

8. LEGAL AND ADMINISTRATIVE DETAILS

Name: GODALMING LEARNING PARTNERSHIP, also known as GLP

Status: Private charitable company limited by guarantee

Directors and Trustees:

Victoria ABBOTT
Adam BOSHOFF
Richard CATCHPOLE
Valerie ELLIOTT
Reverend Ann FRASER

Michael GUEST
Martin HANAK-HAMMERL
Melanie ISHERWOOD
Thomas RAINER
Hugh RAWSON

Adam SAMSON
Andrea SIMONSSON
Helen SZCZEPANSKI

Cathryn VOSE
Marie WILCOX
Christine WILMOTT

Directors and Trustees who served but have resigned since June 2022:

Ronald DOWNHILL
Andrew STEAR
Richard THOMPSON

Company Secretary: Andrew Smith

Day-to-day management of the GLP is through the Steering Group:

Michael Guest, Chairman of the Board
Richard Catchpole, Chairman Headteacher Group
Louise Munz, Finance Officer
Rachel Dunnage, Clerk

with input as required from:

- *our consultant Associate Director, Andrew Smith*
- *School Business Manager, Kirsty Morris*

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Company registration number: 11717912

Website: godalminglearning.org.uk

Email: clerk@godalminglearning.org.uk

Financial service:

National Westminster Bank plc
250 Bishopsgate, London, EC2M 4AA, England

W: [Business Banking](#) | [NatWest Bank](#)

Solicitors:

Stone King LLP
13 Queen Square, Bath, BA1 2HJ

W: www.stoneking.co.uk

End

Appendix 1

GLP AIMS

We will use the collective capacity of our schools:

1. to maximise the progress and achievement of every young person in our community; we will:

- 1.2** deliver high quality and outstanding teaching.
- 1.3** develop the quality of our staff through Continual Professional Development (CPD), sharing expertise and good practice to ensure all learners can achieve.
- 1.4** share school self and external evaluation openly to identify priority areas for improvement in curriculum, attainment and progress.
- 1.5** formulate a shared GLP Development plan for those areas identified for improvement including curriculum, attainment and progress.
- 1.6** encourage whole learning community to have high expectations of all our learners encourage all our children and young people to have high expectations of themselves.
- 1.7** encourage all our children and young people to become life-long learners.
- 1.8** develop the resilience and confidence of all our learners.
- 1.9** provide opportunities for all our learners to develop and celebrate the broad range of their gifts and talents.
- 1.10** increase the level of aspiration and opportunities for our community.

2. to improve transition for all our learners across each key stage; we will:

- 2.1** ensure all schools work together to raise standards in each transition year.
- 2.2** communicate the expectations and demands of each key stage effectively to parents.
- 2.3** ensure all our learners experience continuity of learning when changing stages, classes or schools.
- 2.4** ensure outstanding outcomes for all learners moving into a new education setting.
- 2.5** ensure learners' emotional well-being is fostered effectively at transition to support attainment and progress in learning.

3. to use collective resources to broaden and enrich the learning opportunities for our community; we will:

- 3.1** develop the quality of leadership and management through CPD, sharing expertise and sharing good practice including governance.
- 3.2** create a sense of identity and pride in belonging to the Godalming Learning Partnership.
- 3.3** share GLP schools' resources to provide all learners with a wider education experience.
- 3.4** support members of the local community in their efforts to learn and succeed.
- 3.5** involve partners and employers in extending and enriching the curriculum.
- 3.6** harness local resources efficiently in the interests of learning.

4. to develop long-term sustainable partnerships between schools, other education providers and external partner organisations; we will:

- 4.1** retain and recruit high quality staff for the GLP.
- 4.2** enable parents and carers to make a positive contribution to learning.
- 4.3** engage local community organisations and extend what schools can offer.
- 4.4** engage other partners who can support our work to the benefit of all our learners.
- 4.5** increase the access of all our learners to further, lifelong learning.
- 4.6** increase the involvement of local employers in our curriculum.

Training	
1. Safeguarding Audits – Four schools identified based on Ofsted readiness	
2. External healthchecks – Package commissioned from SaFe	
	<ul style="list-style-type: none"> • 2 named points of contact for GLP • 9 x Autumn annual healthchecks + reports • 1 Report to GLP • Headteacher Performance Management Support for Governors • Support for any schools in Ofsted window and during inspection • 4 days flexible support for GLP in Spring 2023 • Intensive support for any school identified as meeting Support and Challenge Criteria • 4.5 days flexible support for GLP in summer 2023
3. Subject Leader Development Project	<p>3-year programme to develop leaders of all Foundation subjects Year 1 – Art, History and PE</p> <p>October 31 INSET Day: session on <i>What does outstanding teaching look like in your subject?</i> Scrutiny of latest research and guidance. Development of action plan.</p> <p>April 17 INSET Day: session on <i>How is your provision better since October?</i> Input from Winchester University subject expert. Additions to action plan to ensure improvement in provision.</p> <p>May 26 INSET Day: session on Impact report. How to maintain and further improve the standard of teaching in your subject.</p>
4. Improvement through Peer Review (IPRs)	<p>Peer to peer challenge and support for each school once a year from colleague Headteachers in their group. One IPR a term based at one of the schools in the Triad. Headteacher to choose investigation from Development Plan. Written report for Senior Leadership Teams (SLT) and Governors. St Edmund's Primary to guest join at convenient IPRs.</p>
5. Subject Leader & Senior staff Network groups	<p>3 meetings a year</p> <p>English; maths; Senior Leaders; Special Educational Needs & Disabilities Coordinators (SENDCos); Bursars</p>
6. Senior and Middle Leader training with Consultant Tim Tatham	
7. Mental Health and Well Being (MHWB)	<p>First Aid and Mental Health qualification</p> <p>Consultant, Melanie Nunn, half day training for all MHWB leads (Feb 2023)</p>
8. Emotional Literacy Support Assistant training	
9. Higher Level Teaching assistant training	
10. Learning Support Assistant / Teaching Assistant training across the GLP	<p>GLP SENDCos to deliver training on <i>Supporting excellent First Wave teaching</i> – 10 Feb</p>
11. Safeguarding training catch up sessions	<p>Various Headteachers to lead one per half term</p> <p>Autumn 2 - Moss Lane Infant</p> <p>Spring 1 - Busbridge Junior; Spr 2- The Chandler Junior</p> <p>Summer 1 - Farncombe Infant; Summer 2 - Godalming Junior</p>
12. First Aid training Session	<p>External provider-run every half term</p> <p>4 x basic 1 day training; 2 x paediatric training</p>
13. Moderation	<p>3 moderation sessions per year across all GLP schools, alternating writing/maths/writing.</p> <p>2 external advisors supporting (1 for KS1 and 1 for KS2) for maths and last writing moderation.</p>
14. Governor training	<p>Provided according to need: Ofsted Framework, Effective monitoring, Future Chairmen, General induction</p>
15. Talk for Writing (TfW) training day	<p>English Lead to run for new staff and teacher trainee students</p>
16. Resilience training	<p>Consultant-run training for Early Career Teachers and teachers nominated by Headteachers.</p>

Partnership Board

VOTING membership:

2 Trustees/Directors per school & Representative Council

FOUNDER SCHOOLS

- Godalming Junior
- Milford School (Infant)
- Moss Lane School (Infant)

ASSOCIATE SCHOOLS

- Busbridge Junior
- The Chandler Junior
- Farncombe Infant
- St James Primary
- St Mary’s Infant, Shackleford
- Witley Infant

REPRESENTATIVE COUNCIL

1 Trustee per CSNet and Partner organisations (Educational Partners & Strategic Partners)

CSNet

EDUCATIONAL PARTNERS

STRATEGIC PARTNERS

- The Wharf Nursery

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NON-VOTING membership: open to our Partner schools and organisations where the representative chooses NOT to become a Director. Non-voting members will be invited to Board meetings but there is no expectation that they will attend. **Our current non-voting membership is:**

EDUCATIONAL PARTNER SCHOOLS

- Broadwater Secondary
- Busbridge Infant
- St Edmund’s Pri
- St Mark & All Saints Pri
- Rodborough Secondary

STRATEGIC PARTNER ORGANISATIONS

None yet agreed

Headteacher Committee

Headteacher, Head of School or designated deputy from each:

- Founder school
- Associate school
- Partner school

Each representative has one vote.

Representative Council

One or more elected representative from each of the GLP’s constituencies, as agreed by the Partnership Board

Network Groups

- Business Managers
- Subject Leaders
- SENDCos
- Early Years Leaders
- Deputy & Assistant Headteachers
- Home School Link Workers
- Emotional Literacy Support Assistants
- Governors
- Clerks

Constituencies

- Learners
- Parents & carers
- Staff
- Local community
- Community organisations



Achieving More Together

GODALMING LEARNING PARTNERSHIP

