



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



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



Using our now embedded GLP-wide Talk for Writing strategy, children don elephant masks to experience the world of Luka before writing their own diary.

1. INTRODUCTION

The Godalming Learning Partnership (GLP), a cooperative education trust formed in December 2018, formalised a decade of successful collaborative working between Godalming Confederation schools. We chose this 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.

The GLP has continued to achieve notable successes in its work:

- Staff well-being initiatives, including a ring-fenced INSET day and our first session for Headteachers.
- Development of the new School-led *GET Teaching* programme which will replace the current School Direct programme in September 2024. We will again be working with Winchester University, recently regraded as Outstanding. The development has involved planning for four Intensive Teaching & Practice (ITAP) weeks, which will cover Behaviour, Modelling, Adaptive Teaching (SEND) and Peer & self-assessment.
- Year 2 of our 3-year Subject and Subject leader development programme, with excellent external specialist support.
- In-service training for all Teaching Assistants and Learning Support Assistants, developed and delivered by our Special Educational Needs & Disabilities Coordinators.

The very many other initiative achievements will be reflected upon elsewhere in this report.

The new management system, set up this year, is working effectively. The additional leadership roles and clerking hours have continued to drive the GLP work and its development. The wider use of a GLP Calendar and SharePoint sites has improved communication and shared working. Thank you to our Clerk, Rachel Dunnage, Chairman of the Headteacher Committee, Richard Catchpole, Lead on Academisation feasibility, Andrew Smith, and to our Headteachers in lead roles for their hard work and contributions to the GLP again this year.

Our academisation investigations this year focused on whether it is feasible for the GLP schools to join an existing Multi Academy Trust (MAT) as a hub. The GLP MAT Strategy Group, made up of representatives from each school's Governing Body met with the relevant local MATs and prepared an informative evaluation report for Governing Bodies to consider at their recent May meetings.

Our Schools Alliance for Excellence consultants remarked *'It has been a great privilege to visit schools and there are many aspects of great practice in every school.'* We will continue to share this great practice across the GLP and together work on opportunities the identified areas for collaboration and support.

At the end of this school year, Louise Munz steps down as the GLP's Finance Officer. Louise has performed this role since the onset of the GLP. We thank Louise for her significant contribution to the work and success of the GLP. Also stepping down is GLP Vice Chairman, Tom Rainer, as he takes up a Headship in Chepstow. We thank Tom for his support and contribution. We would also like to take this opportunity to formally record our continued admiration for all our school staff and senior leaders.

I trust you will find our fifth 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:** a full programme of training to meet needs ranging from first aid to subject leaders.
- **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. External specialist support to further improve teachers' skills.
- **Transition work at all stages:** into Reception Year, from Year 2 to Year 3, from Year 6 to Year 7
- **Curriculum Enhancement:** particularly sports, through the range of competitive and skills events commissioned from the secondary schools.
- **Network groups:** a forum to share good practice and develop consistent approaches within specialist or subject areas e.g. Business Managers, Senior leaders, English & Maths Leads, Early Years Leads, Special Educational Needs Coordinators (SENDCos).
- **Designated Safeguarding Lead (DSL) peer support sessions:** half-termly online sessions for any school's DSL or deputy DSL.
- **Subject development:** Continuing our 3-year programme to drive up standards in Foundation Subjects. This year focusing on: Computing, Early Years, Geography, Modern Foreign Languages PSHE (personal, social and health education).
- **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 thriftier 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 pupil and staff mental health programme by supporting Mental Health Leads in each school, a dedicated February INSET day and this year, a well-being and resilience day for Headteachers.



3. ACHIEVEMENTS AND PERFORMANCE

Progress against development priorities 2023-24

Each year we agree a set of development priorities which run alongside our usual activities to enhance their impact and address common areas of need in our school. These are agreed each summer by the GLP Board and driven by the Headteacher Committee.

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 continued a cost effective healthcheck and support package with the Schools 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.

We would like to celebrate the work of Headteachers and staff at:

- Busbridge Junior and Milford Infant schools who received many positive comments from Ofsted inspectors when they rated the schools as 'Good' this year.
- The Wharf Nursery who, too late for last year's Annual report, underwent two inspections to be deservedly rated 'Outstanding' (2022-23).

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

We continued our pump-priming of a £20k 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 subject leader development. See [Appendix 2](#).

We are planning next year's programme according to need and the 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.

Our broad range of training has covered four 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, emergency first aid at work and paediatric first aid..
- iii. Training to support our GLP development foci e.g. Foundation Subject Leads and Mental Health & Well-being Leads.
- iv. Training for support KS1 and Year 3 teachers in writing moderation through external consultant.

We spent less than budgeted our training this year because staff were able to take up the DfE-funded training for middle and senior leaders and Mental Health leads. We will carry forward this un-spent budget to support next year's programme.

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

We are in the second year of our three year programme to improve standards in our broad curriculum by developing the leadership of Foundation subjects. This year we focused on Computing, Early Years, Geography, Modern Foreign Languages and PSHE (personal, social and health education).

We have:



- Used INSET day sessions for Subject Lead Hubs to scrutinise the latest evidence-based research, decide how it informs best practice and then 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 2024-25 we will develop Design & Technology, Music, Religious Education and Science.

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

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

We place a very high emphasis on developing this aspect of life in our GLP schools We again dedicated our February Inset day to an aspect of well-being for staff. Schools carried out their annual staff well-being survey and shared the positive ways in which they have responded to the views of their staff teams.

This year:

- We held our first Headteacher well-being & resilience day. The opportunity to press pause, consider personal resilience-building strategies and refresh was greatly appreciated by the attending Headteachers. Our thanks go to Charterhouse School for hosting this event.
- Our senior leader network learnt about the use of Trick Box which is being used successfully to support children's mental well-being in a number of GLP schools. A particularly useful aspect of Trick Box is that it can be shared with parents to help them support themselves as well as their children.

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

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

Continue to investigate the possibility of the GLP joining an existing Church Multi Academy Trust (MAT) as a hub. On-going.

The MAT Strategy Group was given the task of investigating MATs that GLP schools could join as a group.

Prior to September 2023, the only MATs that the GLP could join were Good Shepherd Trust (GST) and Enlighten (ELT). This is because these two MATs had majority Church Articles, meaning that the Church had the majority of appointed Members. The Members control the MAT and appoint the Trustees. We have Voluntary Aided (VA) Church of England (C of E) schools in the GLP and , at this time, VA schools could only join MATs with majority Church Articles.

In the Autumn of 2023, the Guildford Diocese adopted new rules regarding which MATs its schools could join. It adopted the new Church Equity Articles, where there are equal numbers of church/non-church Members. All new Church MATs will have these new Articles and existing Church MATs can change to the new Equity Articles if they so wish.

The Alliance Multi Academy Trust (TAMAT) had Church minority Articles, which means that the Church appointed 25% of the Members. If it were to change to the new Church Equity Articles then the GLP would be able to join them.

In addition, the Newark Trust (NT) was a single school Church Academy and if it too changed to the Church Equity Articles it would give us a fourth choice. The NT has entered an agreement with Learning Partners (LP) with the permission of the Diocese. NT will remain a Church MAT but school improvement and accountability will be under the domain of LP.

The outcome of these changes over the last four months is that the GLP has a choice of four possible MATs it can join as a group of schools. These are:

- Enlighten Learning Trust
- Good Shepherd Trust
- Learning Partners/Newark Trust
- The Alliance MAT

The MAT Strategy Group held separate meetings with representatives of these four MATs:

- a. Prior to the meeting, the Chief Executive Officers (CEOs) responded in writing to our pre-prepared, pre-agreed questions.
- b. The CEO (and others they might wish to bring with them) met with the MAT Strategy group plus additional staff or governors; all GLP schools were represented. Each meeting lasted an hour. The CEO was invited to give a five minute overview of their MAT and the rest of the time was used to explore their written responses to our questions and any other matters that representatives wanted to discuss. The meetings took place between 12 March and 18 April 2024.
- c. When the meetings were complete, everyone who had attended any of the meetings was invited to complete an analysis form. The final part of the analysis asked attendees to rank the MATs in order of preference to start identifying commonalities of thought.

- d. A detailed report was compiled using all this information and sent to the Governing Bodies of all GLP schools.

The MAT Strategy Group asked all Governing Bodies to discuss the report and the issues raised in it, with a view to bringing these views together at the GLP Board meeting on 19 June 2024. The Board will then decide the next steps for this development priority.

4. Maintain and further develop a high quality teacher training course (GET Teaching) in order to improve the recruitment of excellent teachers to GLP schools. On-going.

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

We continue to offer a unique and genuinely holistic training programme with a personal touch and close contact with the ‘outstanding’ programme organisers, Winchester University. School based training sessions are led by current excellent practitioners – usually Headteachers – and students visit all GLP schools in an effort to fully immerse themselves into primary practice and experience first-hand the different settings in action. The programme continues to be closely quality assured by course co-ordinators to ensure the course is innovative and reflective of the teaching profession requirements. We are delighted that all five students, once again, 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, highly skilled and supportive mentors.

We are delighted that Winchester University remains very keen to use our programme to support their PGCE when the government replaces the School Direct route into teaching for 2024-25. Winchester University’s teacher training course was subject to an Ofsted inspection last term when it received its highest grading of ‘outstanding’ with the GLP’s training materials scrutinised as part of the process. We have planned how we will manage the new, week-long, Intensive Training & Practice sessions (ITAPs) and appointed a Lead Mentor. We will work over the summer break to ensure that the detail of our offer fully meets the new requirements.

The GLP ambition to train local teachers to secure roles in local schools continues, despite the national challenges, and we continue to be a proud partner of Winchester University. We currently have trainees enrolled onto the course for September with the window closing in late August.



5. New Management system for the GLP. Completed and on-going

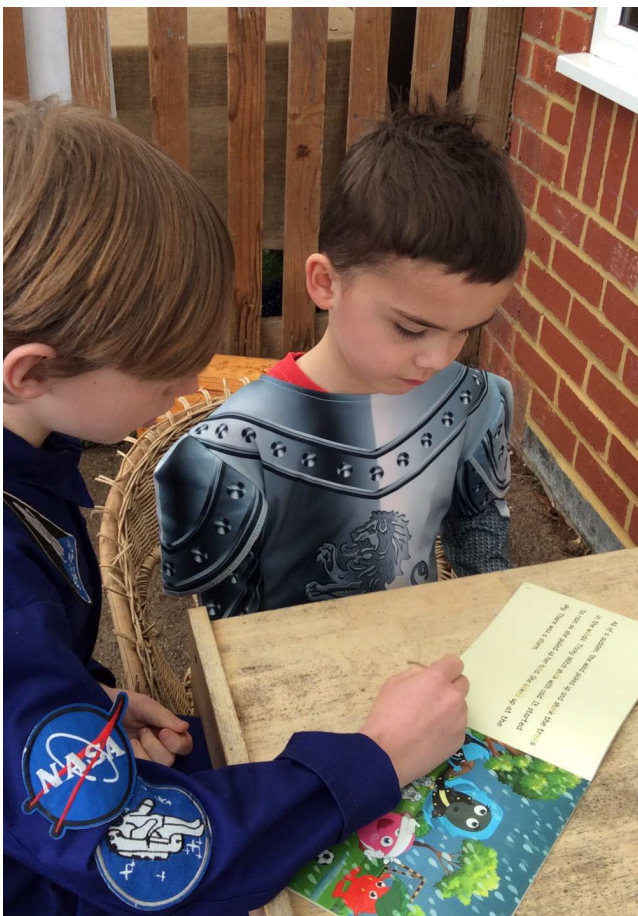
The GLP management team has settled into its new way of working. The key areas are now driven by lead Headteachers, with increased support from the Clerk and Finance Officer. This year the Headteacher leads have been:

- GLP training programme – Helen Szczepanski (Witley Infant)
- *GET Teaching* programme – Adam Samson (Godalming Junior), with recruitment & interviewing support from Hugh Rawson (The Chandler Jnr)
- Chairman Headteacher Committee – Richard Catchpole (Busbridge Junior).

The team will remain the same for 2024-25, with the exception of Adam Samson, who will hand over his lead of the teacher training programme to Sara Cox (Milford Infant). Adam led the creation of our school-based training sessions and has continued to develop them to ensure they successfully meet the teachers standards ever since. This year he has also driven the preparations for the different format of training, to be introduced in September 2024.

Development priorities 2024-25

The evidence from our Healthchecks commissioned from SAFE, our externally led Safeguarding Audits, our Improvement through Peer Review (IPR) sessions and our schools' development plans have driven the GLP's development priorities for 2024-25. The GLP Board will consider and approve these priorities at its June meeting.



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.

Management group:

- Chairman Headteacher Committee
- Head of Training
- Heads of *GET Teaching* teacher training programme
- Clerk

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.

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 year ending 31 March 2024 saw a net profit of £5,486. The total income received was £76,745 and the expenditure incurred was £71,259. The variance in net profit compared to our budget is due mainly to lower staff and training costs. A credit for School Sports Coordinators (SSCO) costs was received from one of our secondary schools for the reduction in services provided. The reserves to carry forward are £39,192 which is made up of net profit from this year of £5,486 and reserves carried forward from last year of £33,706. There is an amount of £20,678 being held in the erstwhile Confederation account via Godalming Junior School, and this amount will be transferred to the GLP accounts in 24/25, increasing our reserves to £59,870.

The GLP training programme has continued into 23/24 offering SaFe audits and healthchecks, along with staff development such as Senior & Middle Leadership training, ELSA training, HLTA training. Training places are allocated via a bid process. We continued to provide whole GLP training sessions for First Aid and writing workshops.

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. This funding is decreasing each year and this year saw a drop of 19.6% compared to 22/23. Further decreases are expected 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. Half of the income is distributed to the schools directly involved in hosting a student and half 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 cover our website and any promotional material to advertise our teaching programme.
- *Headteacher Committee Chairman*: Costs were previously only payable to the Chairman of the Headteacher Committee's school. However, they are now offered to each of the Headteachers that have taken on GLP roles. The roles are: Chairman Headteacher Committee, GLP Training Lead and *GET Teaching* Lead. Reimbursement is based on the cost of releasing a Deputy Head from class to cover the Headteacher's GLP time. The cost is for a Higher Level Teaching Assistant (HLTA) or supply 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. There has been an increase in hours for the Clerk position due to a new distribution of work.
- *Staff Training*: We have continued to provide training opportunities to our schools this year. Schools have had access to Healthchecks, Subject Leader training, Safeguarding Audits, Middle/Senior Leader training, Equalities training and Resilience training.

Balance Sheet

- *Current Assets*: Cash at bank £77,994, Accounts Receivable 1 invoice for £250 paid in April 2024.
- *Creditors*: Accounts Payable, made up of 2 invoices for Headteachers' costs and Writing Workshop, both paid in April 2024.
- *Accruals*: Cost of SSCO for Broadwater and Rodborough along with salary recharges.



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	Melanie ISHERWOOD
Adam BOSHOFF	Thomas RAINER
Richard CATCHPOLE	Hugh RAWSON
Valerie ELLIOTT	Adam SAMSON
Reverend Ann FRASER	Andrea SIMONSSON
Michael GUEST	Helen SZCZEPANSKI
Martin HANAK-HAMMERL	

Directors and Trustees who served but have resigned since June 2023:

Marie WILCOX and Christine WILMOTT

Company Secretary: Andrew Smith

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

Michael Guest, Chairman of the Board
Tom Rainer, Vice Chairman of the Board
Richard Catchpole, Chairman Headteacher Group
Louise Munz, Finance Officer
Rachel Dunnage, Clerk
with input as required from our Company Secretary, Andrew Smith

Registered office address: Hallam Road, Meadrow, Godalming, United Kingdom, GU7 3HW

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 • 8 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 2024 • Intensive support for any school identified as meeting Support and Challenge Criteria • 4.5 days flexible support for GLP in summer 2024
3. Subject Leader Development Project	<p>3-year programme to develop leaders of all Foundation subjects: Year 2: Computing, Early Years, Geography, Modern Foreign Languages PSHE (personal, social and health education).</p> <p>October 30 INSET Day: session on <i>What does outstanding teaching look like in your subject?</i> Scrutiny of latest research and guidance; development of subject action plan.</p> <p>April 15 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 24 INSET Day: session on <i>What has been the impact on learning of your improved provision?</i> Develop Impact report; identify 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 from colleague Headteachers in their quartet.</p> <p>A total of eight schools involved in IPRs which are split into 2 phase quartets. One IPR per year based at one of the schools in their quartet (four IPRs in total). Headteacher to choose investigation from School Development Plan. Written report for Senior Leadership Teams (SLT) and Governors. St Edmund's Primary to guest join at convenient IPRs.</p>
5. Network groups	<p>3 meetings a year</p> <p>English; maths; Senior Leaders; Special Educational Needs & Disabilities Coordinators (SENDCos); Bursars</p>
6. Mental Health and Well Being (MHWB)	As our consultant was unable to run the planned training, GLP schools used the February INSET day to support staff well-being in a range of imaginative ways.
7. Learning Support Assistant / Teaching Assistant training across the GLP	GLP SENDCos delivered training on <i>Supporting excellent First Wave teaching</i> on 15 Apr INSET day
8. Safeguarding & Data Protection training catch up sessions for new staff and governors	Various Headteachers and GLP Data Protection Officer available to lead one session per half term. Only the Spring 1 session at Busbridge Junior was required.
9. First Aid training Session	External provider run throughout the academic year at a local partner GLP school: 3 x basic 1 day Emergency First Aid at Work training; 2 x Paediatric First Aid training.
10. Moderation	<p>Moderation sessions, 1 per term across all GLP schools, alternating writing/maths/writing.</p> <p>External advisors supporting the KS1 and Yr 3 teachers' writing moderation at three sessions.</p>
11. Resilience training	Consultant-run training for Early Career Teachers and teachers nominated by Headteachers held at GLP school.

Partnership Board

VOTING membership:**2 Trustees/Directors per school & Representative Council****FOUNDER SCHOOLS**

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

REPRESENTATIVE COUNCIL**1 Trustee per CSNet and Partner organisations (Educational Partners & Strategic Partners)****CSNet****EDUCATIONAL PARTNERS**

- The Wharf Nursery

ASSOCIATE SCHOOLS

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

STRATEGIC PARTNERS

PLUS

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

