



Annual Report

Godalming Learning Partnership

June 2025-June 2026

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**



1. INTRODUCTION

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

It is with great pleasure that we present this Annual Report, reflecting on a year of achievement, sustained development and continued commitment to educational excellence. Over the past year, the GLP has demonstrated the power of collaboration in shaping opportunities for children and staff. By working together, sharing expertise, and fostering improvement, we have strengthened our educational practices and created meaningful experiences that go beyond the gates of individual schools.

Our Development Leads and Headteacher Committee continue to drive the work of the GLP under the guidance of Chairman, Richard Catchpole. We thank each of them for the additional hours and experience they bring to our important initiatives:

Sara Cox, *GET Teaching* Lead Mentor;
Hugh Rawson, Philosophical Teaching & Learning lead;
Helen Szczepanski, Training Lead

This year has been marked by the careful refinement of our provision, ensuring that we remain responsive to the evolving priorities and challenges faced by our schools and the wider education sector, particularly within the context of constrained budgets. Our programmes continue to be firmly rooted in evidence-informed practice. Our programme has enabled teachers, support staff and governors to strengthen their expertise, deepen their understanding and contribute more effectively to the success of their schools and the educational outcomes of pupils. The Philosophical Teaching & Learning initiative will bring broad, research-backed improvements across schools:

- Academic gains: Stronger thinking, creativity, problem-solving and core skills, particularly for disadvantaged groups.
- Engagement: Higher motivation, curiosity and participation.
- Classroom culture: Respectful dialogue, teamwork and active listening.
- Character & wellbeing: Greater confidence, empathy and resilience.
- Whole-school impact: More inclusive culture and better behaviour.
- Long-term: Prepares children for future education and life.

As we look ahead, we remain committed to continuous improvement and innovation, ensuring that our provision continues to meet the evolving needs of the education sector. This report not only captures the progress made but also affirms our determination to build on these foundations in the year to come.

The achievements outlined within this report are the result of strong and effective collaboration. We would like to express our heartfelt thanks to our school staff and senior leaders, whose unwavering dedication and daily commitment enrich our children's learning and help them to thrive.

I trust you will find our 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.*
- ii. *to advance education generally in the areas in which the schools are situated.*
- 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 and our capacity to develop change. 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; this year, Philosophical Teaching & Learning.
- **Training programme:** a full programme of training to meet needs ranging from first aid to developing middle leaders, responding to the demands of new legislation and increased need.
- **School Improvement:** 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, using an 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. This year we are celebrating children's Art with a summer exhibition at The Chandler Junior school featuring art pieces from all our 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).
- **Subject development:** Embedding our programme to drive up standards in Foundation Subjects, this year we have moved to a twilight session model with subject leaders meeting to share developments and explore further best practice.
- **Teacher training:** a key part of our work to ensure our schools have high quality teachers whose values match those of our schools. This year we have embedded the new model of training.
- **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. This year we have run a joint tendering process to choose a new catering provider.
- **Mental Health & wellbeing:** promotion of pupil and staff mental health by supporting Mental Health Leads in each school, a protected INSET day session and a wellbeing and resilience day for Headteachers.



3. ACHIEVEMENTS AND PERFORMANCE

Progress against development priorities 2025-26

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'. Completed and ongoing.

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

a. School support strategy. Completed and ongoing.

We continued a cost effective healthcheck and support package with the Schools Alliance for Excellence (SAfE) which included:

- i. Support for governors with their Headteacher Performance Management.
- ii. Support for any schools in Ofsted window and during inspection
- iii. Intensive support for any school identified as meeting Support and Challenge Criteria
- iv. The option of support days to be commissioned as required or on areas identified following the Healthcheck reviews.

b. GLP-wide training programme with a stable system of financing. Completed and ongoing.

We have fully maintained our training programme during 25/26 to offer a comprehensive package for our schools while staying within our allocated budget. Our programme has covered both essential areas like first aid and safeguarding, as well as developmental training for senior and subject leaders (see [Appendix 2](#)).

Next year's programme will again be shaped by need, with schools contributing on a pro rata basis, subsidised by reserves. Our goal remains for schools to meet most of their main training needs through the GLP programme in collaboration with SAfE.

Training has focused on four key areas:

- i. **School improvement** – independent external safeguarding and healthchecks.
- ii. **Essential staff training and professional development** – safeguarding (Brook Traffic Light Tool), emergency and paediatric first aid, learning support assistant training through SCC Specialist Teachers for Inclusive Practice. Developing our senior and middle leaders through external training.
- iii. **GLP development priorities** – Introducing Philosophy for Teaching and Learning across the GLP, supporting Mental Health & Wellbeing Leads.
- iv. **Writing and maths moderation support** – KS2 teachers, via an external consultant.

c. Foundation Subject Leaders termly twilight meetings. Completed and ongoing.

Our cross phase subject leader programme continued this year to enable teachers to further develop and improve all foundation subjects more effectively within settings.



d. Philosophical Teaching & Learning (PT&L)

The GLP committed to establishing principles of Philosophy for Children (P4C) across its schools, with training delivered on INSET days during 2025–26. Each school has flexibility to decide how these principles fit into their everyday teaching. This project builds on the strong P4C practice already in place at The Chandler Junior school, under the guidance of Nick Chandley ([DialogueWorks](#)), and extends it across the wider Partnership. A tailored plan has been created so that all teaching and support staff can take part in a structured two-stage professional development programme.

Stage 1: P4C+ Foundation Training. Completed.

The first phase, the P4C+ Foundation course, was delivered over two INSET days in January and February 2026. Led by Nick Chandley, this training introduced teachers and support staff to the core principles of P4C, a programme originally developed by Professor Matthew Lipman over 50 years ago. This phase successfully equipped staff across all age groups to lead philosophical enquiries and build classroom communities of enquiry. It supports pupils in becoming thoughtful, reflective, and considerate individuals, while also developing the four key P4C skills: critical, creative, caring, and collaborative thinking.

Ongoing Support

To build on this training, several support opportunities have been put in place with guidance from Nick Chandley:

- In-person support days
- Informal remote support
- Access to DialogueWorks resources

A PT&L Network Group has also been set up, with one representative from each school. This group is facilitated by The Chandler Junior's Lead, Sharan Sangha, and Nick; its first meeting is scheduled for June 2026.

Next Steps

The next phase, planned for 2026-27, will introduce the P4C+ Advanced Course—a further two-day programme for all staff. This will take a modular approach, focusing on six strands of Philosophical Teaching and Learning, and aims to deepen and embed practice across all schools.

e. Governance

We offered governor training on Managing Complaints and Improving Governor Monitoring. We identified how we can further support effective moderation by setting up Lead Governor networks and developing a central repository for particularly useful resources which will form part of next year's development work.

2. Ensure the health and wellbeing of the pupils and staff in all GLP schools: *Completed and ongoing.*

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 agreed to set aside time on one INSET day a year to focus on an aspect of wellbeing for staff. Schools carried out their annual staff wellbeing survey and shared the positive ways in which they have responded to the views of their staff teams.

3. School and GLP Organisation: *Ongoing.*

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

We continued to engage with schools outside the GLP, both with a view to schools joining as associate members and seeking new ways to collaborate. There were opportunities to develop curriculum enhancements and training with Charterhouse School and the West Surrey Partnership which we will take forward next year.

We began a review of the GLP Board, Trustee membership and our operational documents to ensure they reflected best practice in governance and agreed that any member of a school's Governing Body could become its Trustee, not just the Chairman. We have been consulted by the Coop central team who are working with the DfE to simplify the Cooperative Articles of Association.

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. *Completed and ongoing.*

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. Through this programme, we have increased capacity in our pool of experienced, highly skilled and supportive mentors.

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 our student is on track to qualify at the end of the course, which means our pass rate since starting *GET Teaching* remains 100%. You can find out more at: [Godalming Learning Partnership - Home](#)

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.



5. Management system for the GLP: *Completed and ongoing.*

The GLP management team has embedded its new way of working and streamlined our operational meetings to improve efficiency. The key areas are driven by lead Headteachers, with increased support from the Clerk and Finance Officer. The Development Leads were:

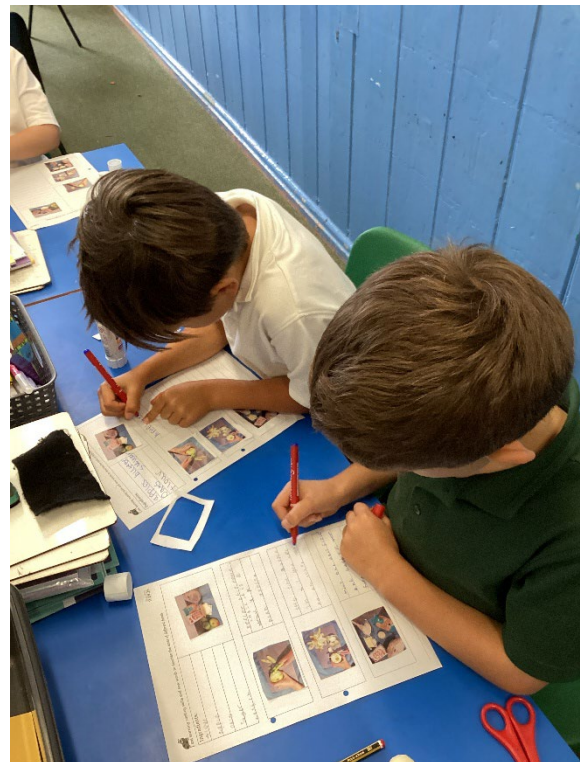
- Chairman Headteacher Committee – Richard Catchpole (Busbridge Junior).
- GLP training programme – Helen Szczepanski (Witley Infant)
- *GET Teaching* programme – Sara Cox, Lead Mentor (Milford Infant) & Adam Samson (Godalming Junior)
- Philosophical Teaching & Learning (PT&L) – Hugh Rawson (The Chandler Junior)

Development priorities 2026-27

Our development priorities continue to be driven by our schools' development plans and responding to national priorities. The GLP Board will consider and approve these priorities at its June meeting.

We plan to:

- Continue our programme of school improvement, with peer review sessions focused on evaluating progress and the impact of our Philosophical Teaching & Learning initiative and the introduction of a project centred on inclusion and improving outcomes for our under-served children.
- Continue our general training programme, which will include supporting all schools to meet the requirements of Martyn's Law.
- Continue our focus on the mental health & wellbeing of our children and staff, looking specifically at resilience and managing workload.
- Develop wider collaboration with local MAT schools and Charterhouse and ensure that schools' financial collaboration contributions match the costs of our programme delivery.



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 Trustees 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 CoopSchools 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:

- 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 [Coop Schools](#) 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.

The Associate and Partner Trustees are not involved in decision-making concerning Founder schools' land and assets. Certain day-to-day administrative decisions are delegated to the Steering group and Headteacher Committee.

Non-member schools can buy our services at a supplementary cost.

GLP Steering Group:

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



The Steering group meets five times a year and drives the operational management of the Partnership.

Headteacher Committee:

The Headteacher Committee reports to the GLP 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 [CoopSchools](#).

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-led 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 2026 saw a net loss of £6,178. The total income received was £56,351 and the expenditure incurred was £62,529. The variance in net loss compared to our budget is due mainly to lower training costs and the receipt of Lead Mentor funding.

The reserves to carry forward are £72,832 which is made up of net loss from this year of £6,178 and reserves carried forward from last year of £79,010.



Micro-entity Balance Sheet as at 31 March 2026

	2026	2025
	£	£
Current Assets	72,832	79,010
Net current assets (liabilities)	72,832	79,010
Total assets less current liabilities	72,832	79,010
Total net assets (liabilities)	72,832	79,010
Reserves	72,832	79,010

-
- For the year ending 31 March 2026 the company was entitled to exemption under section 477 of the Companies Act 2006 relating to small companies.
- The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.
- The Directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of accounts.
- The accounts have been prepared in accordance with the micro-entity provisions and delivered in accordance with the provisions applicable to companies subject to the small companies regime.

Income

- *Collaboration Primary & Secondary:* The government used to provide schools with funding to support partnership working. This is no longer the case, but our GLP schools have agreed to continue to pass an equivalent amount of 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:* 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. This funding has not yet been confirmed for the next financial year and so there is the possibility that schools will be unable to contribute this income stream.
- *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

- *GET Teaching:*
 - *Training days:* This is the proportion of the School-led teacher training funding

transferred to schools to support the placements, mentoring and school-based training of our *GET Teaching* students.

- *Advertising & Marketing:* These costs cover our website and any promotional material to advertise our *GET Teaching* programme.
- *Travel bursary:* Starting with our September 2025 cohort we have introduced a travel bursary for students who wish to claim it. This year we issued one bursary (£600).
- *Headteacher Committee Chairman:* This is split between each of the Heads that have taken on GLP lead roles. The roles cover the Chairman, the management of the training plan and the *GET Teaching* Programme. For 2025/26, it also includes the role of the Philosophical Teaching and Learning (PT&L) Lead. It is based on the cost of releasing a Deputy Head from class to cover the Head's absence (i.e. HLTA or supply cover rate).
- *SSCO:* These costs are directly related to our sports programme provided by the School Sports Coordinators and are paid to our secondary schools.
- *Salaries:* Clerk and Finance Officer cost. Both are on The Chandler Junior School payroll and the cost is invoiced to the GLP.
- *Staff Training:* We have continued to provide training opportunities to our schools this year. Schools have had access to Healthchecks, Safeguarding Audits, PT&L training, First Aid training and moderation workshops.

Balance Sheet

- *Current Assets:* Cash at bank £72,832



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:

Godalming Junior	Julia ROBERTS	Adam SAMSON
Milford Infant	Darragh JONES	Sara COX
Moss Lane Infant	Ben CROSS	Victoria ABBOTT
Busbridge Junior	Gemma TAYLOR	Richard CATCHPOLE
The Chandler Junior	Philip PARROTT	Hugh RAWSON
The Wharf Nursery		Zoe BRAY
Witley Infant	Susan EDWARDS	Helen SZCZEPANSKI
Additional	Michael GUEST	

Directors and Trustees who served but have resigned since June 2025:

Valerie ELLIOTT
Martin HANAK-HAMMERL
Melanie ISHERWOOD
Kyra MUMFORD

Company Secretary: Rachel Dunnage

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

Michael Guest, Chairman of the Board
Richard Catchpole, Chairman Headteacher Group
Kelly Davidson, Finance Officer
Sara Cox, *GET Teaching* Lead
Hugh Rawson, Philosophical Teaching & Learning Lead (PT&L)
Helen Szczepanski, Training Lead
Rachel Dunnage, Clerk

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

Company registration number: 11717912

Website: [Godalming Learning Partnership - Home](#)

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 and 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 wellbeing 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.

GLP TRAINING PROGRAMME 2025-26	
1. Safeguarding Audits:	Two schools identified based on GLP criteria engaged with an external review.
2. External health checks – Package commissioned from S&E	• 1 named point of contact for GLP • 5 x Autumn annual health checks + reports • 1 Report to GLP • 5 x Headteacher Performance Management Support for governors (3 hours per school) • Support for any schools in Ofsted window and during inspection • Intensive support for any school identified as meeting Support and Challenge Criteria
3. Philosophy for Teaching and Learning – Led by Nick Chandley	Full training on the principles of PT&L was delivered across the GLP during two INSET days: Monday, 05.01.26 and Friday 13.02.26 (all staff).
4. Network groups	3 meetings a year including Early Years Foundation Stage; English; maths; Senior Leaders; Special Educational Needs & Disabilities Coordinators (SENCo) and Philosophical Teaching & Learning (PT&L).
5. Mental Health and Well Being (MHWB)	• GLP schools used the February or May INSET days to support staff wellbeing in a range of imaginative ways • Headteachers held a low-cost wellbeing day to share concerns and successes throughout their careers, reenergise motivation to be leaders in education and experience chair yoga meditation techniques which can help manage stress levels
6. Middle leader training	One teacher completed their middle leader professional development training.
7. Learning Support Assistant & Teaching Assistant training across the GLP	• 3 November INSET full day • Engagement for learning led by Local Authority Specialist Teachers For Inclusive Practice (STIPS) Team with a clear focus on the Education Endowment Foundation guidance report: 'Special Educational Needs in Mainstream Schools' • HTLA – Higher Level Teaching Assistant training taken up by three schools
8. Safeguarding & Data Protection training catch up sessions for new staff and governors	• Headteachers and GLP Data Protection Officer available to lead one session per half term. • Brook traffic Light Training (sexual behaviours) offered to all GLP schools
9. First Aid training Session	External provider runs training throughout the academic year at a local partner GLP school: • 2 x basic 1-day Emergency First Aid at Work training • 3 x Paediatric First Aid training
10. Moderation	• Moderation sessions, 1 per term across all GLP schools, alternating writing/maths/writing • External advisor, Karen Elcome, supported the KS2 sessions again
11. Governor Training	Two twilight training sessions for GLP governors: • Managing complaints • Governor monitoring

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
- Witley Infant
- The Wharf Nursery

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

- Busbridge 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
- St Edmund's Primary
- Farncombe Infant
- St Mark & All Saints Primary
- St James Primary
- 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
- Senior Leaders
- PT&L Leaders
- Governors
- Clerks

Constituencies

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



GODALMING LEARNING PARTNERSHIP

