



PRINCIPLES & OPERATION

Agreed October 2019

Introduction:

The Godalming Learning Partnership (GLP) is a Co-operative Trust which means that our stakeholders, be they pupils, staff, parents, carers, local community or governors, have opportunities to contribute in many ways. The schools involved in the GLP made the decision to become either Founding or Associate Members because it gives us the opportunity to collaborate and learn from each other while protecting the autonomy and individual nature of each of the schools.

1. VISION

The Godalming Learning Partnership (GLP) 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.

2. AIMS *Note: As consulted upon and supported by consultees in October 2017*

We will use the collective capacity of our schools:

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

- 2.1.1. deliver high quality and outstanding teaching.
- 2.1.2. develop the quality of our staff through Continual Professional Development (CPD), sharing expertise and good practice to ensure all learners can achieve.
- 2.1.3. share school self and external evaluation openly to identify priority areas for improvement in curriculum, attainment and progress.
- 2.1.4. formulate a shared GLP Development plan for those areas identified for improvement including curriculum, attainment and progress.
- 2.1.5. 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.
- 2.1.6. encourage all our children and young people to become life-long learners.
- 2.1.7. develop the resilience and confidence of all our learners.
- 2.1.8. provide opportunities for all our learners to develop and celebrate the broad range of their gifts and talents.
- 2.1.9. increase the level of aspiration and opportunities for our community.

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

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

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

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

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

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

3. STRATEGY

We work with a Strategy that provides a framework for setting priorities, creating accountability and monitoring progress in realising the GLP's vision.

4. VALUES

4.1 Cooperative Values

Co-operatives throughout the world share a set of values that give them their distinctive character. As a co-operative education trust, we adopt and support the values and principles of the co-operative movement in our work:

4.1.1 Self-help

In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

4.1.2 Self-responsibility

Individuals within co-operatives act responsibly and play a full part in the organisation.

4.1.3 Democracy

A co-operative will be structured so that members have control over the organisation – one member, one vote.

4.1.4 Equality

Each member will have equal rights and benefits (according to their contribution).

4.1.5 Equity

Members will be treated justly and fairly.

4.1.6 Solidarity

Members will support each other and other co-operatives.

4.2 Ethical Values

In the tradition of their founders, co-operative members accept the ethical values of:

- 4.2.1 **Honesty**
- 4.2.2 **Openness**
- 4.2.3 **Social responsibility**
- 4.2.4 **Caring for others**

4.3 Co-operative Principles

The co-operative principles are guidelines by which co-operatives put their values into practice.

4.3.1 **Voluntary and Open Membership**

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political or religious discrimination.

4.3.2 **Democratic Member Control**

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also organised in a democratic manner.

4.3.3 **Member Economic Participation**

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4.3.4 **Autonomy and Independence**

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

4.3.5 **Education, Training and Information**

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

4.3.6 **Co-operation Among Co-operatives**

Co-operatives serve their members most effectively and strengthen the Co-operative Movement by working together through local, national, regional and international structures.

4.3.7 **Concern for Community**

Co-operatives work for the sustainable development of their communities through policies approved by their members

5. OPERATION OF THE GODALMING LEARNING PARTNERSHIP

5.1 The Trust Board and its Committees

The Trust 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. Membership of the Trust Board is:

5.1.1 Voting membership of:

- 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 CSNet and each Educational & Strategic Partner organisation

Each Trustee has one vote.

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

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

5.1.4 Definitions are:

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

5.1.5 The Chairman of the Trust Board is an elected governor.

5.1.6 Associate and Partner Trustees are not involved in decision-making concerning Founder schools' land and assets.

5.1.7 Any committees established by the Trust Board will have their own terms of reference.

5.2 Headteacher Committee

The Headteacher Committee reports to the Trust and has two main roles:

5.2.1 identify areas for development and improvement and report these to the Trust Board.

5.2.2 progress the actions agreed by the Trust Board in the 1 year Development Plan.

5.3 Headteacher Network Groups

The Headteacher Committee operates a number of network groups, made up of all the relevant staff working in the Trust's schools. For example, all School Business Managers are eligible to be members of the School Business Manager network group. Groups will work on key development areas and each meeting will include time for networking support as well. Groups will report back to the Headteacher Committee.

5.4 Representative Council and Constituencies

The key mechanism the GLP will use to involve all its stakeholders is the Representative Council. The Council is made up of one or more elected representatives from each of the GLP's constituencies, as agreed by the Trust Board. The GLP's constituencies are:

- 5.4.1 Learners
- 5.4.2 Parents & carers
- 5.4.3 Staff
- 5.4.4 Local community
- 5.4.5 Community organisations

The Representative Council elects two of its members to become Trustees and sit on the Trust Board. The Trust will trial over the next 3 years the methods by which this involvement can be achieved most effectively.

5.5 Funding

The work of the Godalming Learning Partnership can only be achieved by its member schools agreeing to contribute funding. The contribution will be agreed by all schools. The process for deciding the level of funding is set out in the Funding Agreement.

5.6 Operational Documents

The Godalming Learning Partnership manages its operation through a number of key documents, agreed by the Trust Board, which set out how it will proceed. They are:

- 5.6.1 Terms of Reference and Standing Orders
- 5.6.2 Principles & Operation
- 5.6.3
- 5.6.4 Code of Conduct
- 5.6.5 Memorandum of Understanding with Educational and Strategic Partners
- 5.6.6 Funding Agreement
- 5.6.7 Scheme of Delegation DRAFT 1
- 5.6.8 Disputes Management
- 5.6.9 GLP Strategy (3 Yr)
- 5.6.10 GLP Development Plan (1 Yr)

The documents will be reviewed by the Trust to ensure they remain suitable according to an agreed review cycle.

APPENDICES

Appendix 1 GLP Structure

Appendix 2 Key Documents

Prepared by	Operational Working Group	June 2019
Agreed by	Steering Group	Oct 2019
Ratified by	GLP Trust Board	
Review by	Steering Group	September 2022

Trust Board

VOTING membership:

2 Trustees per school & Representative Council

FOUNDER SCHOOLS

- Busbridge Infant
- 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

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NON-VOTING membership: open to our Partner organisations where the representative chooses NOT to become a Trustee. Non-voting members will be invited to Board meetings but there is no expectation that they will attend. **Our non-voting membership in Sept 2019 is:**

EDUCATIONAL PARTNERS

- Broadwater Secondary
- St Mark & All Angels Primary
- Rodborough Secondary
- St Edmund's Primary

STRATEGIC PARTNERS

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 Trust 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

KEY DOCUMENTS

ARTICLES OF ASSOCIATION			
Vision	Aims	Strategy	Values



OPERATIONAL DOCUMENTS			
Terms of Reference	Memorandum of Understanding	Funding Agreement	Principles & Operation
Code of Conduct	Development Plan	Budget Plan	Disputes management