

WHY MLP?

An articulation of what we want our trust to be for and about:

- ❖ Who we are
- ❖ How we work
- ❖ The value we add
- ❖ Who we're looking for

OUR MISSION

We are a genuinely values-led trust, and we are clear in our mission:

For all our young people to benefit from an inclusive, purposeful and broad education...

...no matter their background or needs, so that they leave us ready to:

- Make the next steps in their journey successfully
- Be positive, active members of their communities
 - Remain lifelong learners



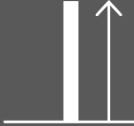
ALIGNED VALUES* AND WAYS OF WORKING ALONGSIDE A HIGH DEGREE OF SCHOOL AUTONOMY

We empower our schools and our headteachers. Headteachers will know what's right for their school and our schools rightly retain their own distinct identities.

We understand that a school is connected to its community, and we recognise the importance of schools reflecting, and being active members of, their community.

Our culture and ways of working are absolutely central to who we are. We believe they are lived every day in our schools.

*Always remembering that actual values are the behaviours and skills that are valued and rewarded in fellow employees. These are not always the values we put on the poster in reception.



Our ways of working

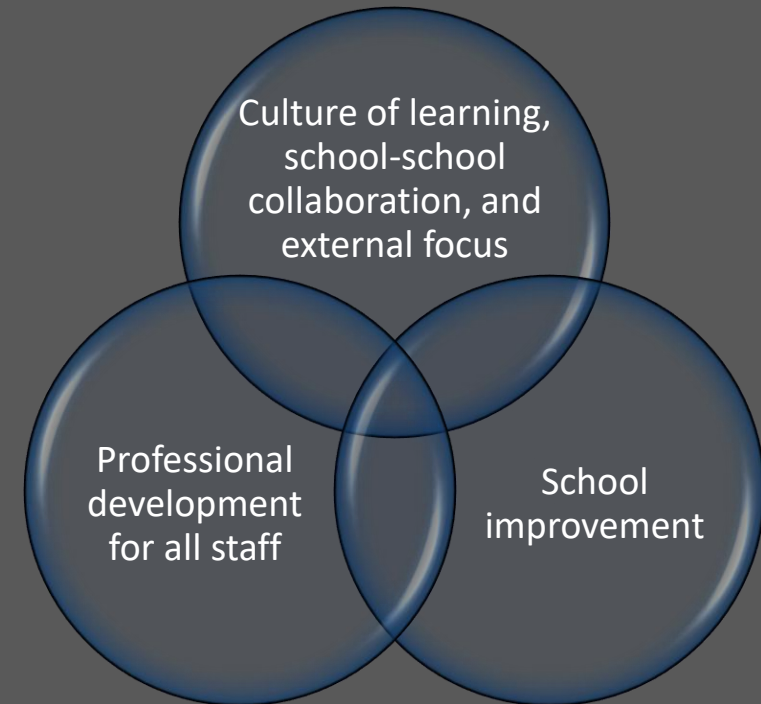
- We work together and learn collectively
- We support one another
- We celebrate diversity and strive to better reflect the communities we serve
- We are inclusive, working hard to meet the needs of all our pupils
- We have unapologetically high standards and expectations – for ourselves and for the young people in our care
- We take our civic responsibilities seriously, seeking meaningful partnerships that benefit the communities we serve
- We invest our energy and resources in the things that the evidence tells us will make the greatest difference for our young people

In 2017, Steve Munby, formerly chief executive of the National College for School Leadership, gave a speech on ethical leadership in which he argued that the wrong question is ‘Should my school become an academy?’ He said a much better question is:

“How can my school best collaborate with others in a strong and resilient structure to ensure that each child is a powerful learner and that adults have the opportunities to learn and develop as teachers and leaders?”

This question informs both our approach to work within the trust, and to prospective growth.

We believe that the learning environment we create, school improvement, and professional development are intrinsically linked



A CULTURE OF COLLABORATION, FOCUSED ON LEARNING

- We aspire to create, and to actively participate in, a rich learning community
- Our schools work with, support, and learn from one another
- We also look outward, working with a diverse range of schools and organisations beyond the trust
 - In 2025/26, our partners include: [SSAT](#), [WE SEND](#), [Teach First](#), [BDSIP](#), [Challenge Partners](#), [Whole Education](#), [Hillingdon Learning Partnership](#), and many more

Practical examples:

- In 2025/26, we are working as Leadership Delivery Partners with SSAT to facilitate the National Award for Middle Leaders and Stepping Up to Senior Leadership programmes
- We have been invited to participate in the London Innovation and Improvement Alliance's Investing in Inclusion Programme
- We are supporting numerous DfE/RISE events, including for early years, inclusion, and transitions
- Our leaders regularly work with the local teaching school hubs to facilitate NPQs
- We have a strong relationship with Roehampton, giving us access to great ECT's before anyone else

CASE STUDY: OUR COMMITMENT TO INCLUSION

- We learn from, and contribute to, the best national practice e.g. through the WE SEND programme, CST, RISE, and Challenge Partners.
- We are organising the Hillingdon Heads conference 2026 on the theme of ‘leading inclusive schools’.
- We have strong relationships with LBH, who we are trying to influence positively.
 - We work hard to engage and support our families and the wider community – e.g.
 - Hosting the Felix Project (food bank) at Belmore and William Bryd
 - Hosting community groups, Safer Neighbourhoods etc.
 - Stay and play sessions for toddlers at Belmore and William Byrd
 - Family Liaison outreach from Barnhill



WHAT DOES THIS MEAN FOR OUR APPROACH TO STAFF DEVELOPMENT?

- We develop opportunities for our people both to engage with, and to lead, the development of practice beyond the trust
- We have a strong CPD offer, including coaching
- Our school-school collaboration and external partnerships also support staff development



SCHOOL IMPROVEMENT

- Trust support frees heads up to focus on what they're good at – leading school improvement
- Support is driven by each school's needs, as identified by the school
- Our approach is about learning and development, not 'keeping score'
 - Improvement is supported by school improvement partners, by collaboration across the trust, and through work with other schools
- Research and national exemplars are core e.g. we are on the [EEF](#) 'Evidence Into Action' Partnership steering group for EY communication and language development
- High-quality, external school improvement partners are selected by schools to provide external perspective and constructive challenge
- We host and participate in subject review days – within and beyond the trust



A STRONG TRACK RECORD OF DELIVERY

- William Byrd joined the trust in 2017 as a school with 'serious weaknesses'
- All schools in the trust received graded inspections in 2023/24. Belmore and William Byrd were both judged to be 'good', and Barnhill to be 'outstanding'
 - We also make an active contribution to school improvement beyond the trust. For example, William Byrd is recognised nationally for its excellence in Early Years, and our schools deliver a range of training for schools across the borough and beyond, as well as facilitating NPQs with Ambition Institute



CENTRAL SERVICES TO SUPPORT YOUR SCHOOL

So that you can focus on the things that matter in-school

- Engaged, supportive trust leadership
 - Finance, procurement, payroll
 - OD and HR (including legal support)
 - IT
- Freedom of information / data protection support
 - Web and comms
 - Governance support and policies
 - Premises support

Delivered through a mixed economy of in-house and external expertise

How the trust works

- The trust is a charity and is not-for-profit
- Schools' contribution to the trust budget is used to procure key support services efficiently at scale
- Schools' contribution in 2025/26 is 5.35%
- Support services exist to support, and are accountable to, schools
- The Trust Leadership Group comprises headteachers, HR Director, CFO, and the trust Chief Executive

WHAT WE DEFINETELY DON'T DO...

- 'Cookie-cutter' schools
 - Mandated curriculum
 - Dictated uniform
- Results at the expense of inclusion

**Or, to put it another way:
We don't think for you,
and we don't think we know your
context better than you do**



WHAT DO WE EXPECT IN RETURN?

- The values and ways of working won't be for everyone. If they're not for you, that's fine – but this probably isn't the right trust for you / your school
- A genuine commitment to joining a learning community, characterised by meaningful collaboration
- Every school has practice to share – this is a two-way process
 - You will be expected to support your colleagues, and in turn you will receive support
- You will be expected to help lead and shape the trust, as well as your school



WHAT ARE WE SEEKING

Purposeful Growth

We are not interested in growth for growth's sake.

We want to collaborate with like-minded schools in order to:



- Impact the lives of the greatest number of young people in the best possible way



- Build a family of like-minded educators, who support, challenge, and learn from and with one another



- Meaningfully engage with and influence leading partners locally and nationally



- Enjoy the resilience that comes with a larger number of schools working together

CONSIDERATIONS IN ANY DISCUSSION

Our Approach

- Approach to growth aligned with our values - mutually beneficial partnerships, not takeovers
- A mature discussion - comfortable that sometimes it won't be the right fit (for either party)
- Nothing is agreed until everything is agreed

