ANNUAL REPORT 2025-26

Education & Training Programme

involve

collaborate
for social change

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What is this report about?

This report gives an overview of the first seven months of the Grenfell Education and Training programme (September 2025 - March 2026), delivered by the Royal Borough of Kensington and Chelsea (RBKC). The Grenfell Education and Training Support programme is delivered by the Grenfell Partnerships Team (GPT), and provides education and training support to bereaved and survivors as well as all individuals living within 500m of the tower. The GPT is also responsible for coordinating the council's wider work on Grenfell, including the commitments made in response to the Grenfell Tower Inquiry.

The wider Grenfell Support programme also includes a dedicated service for bereaved and survivors, and a dedicated programme of support for the immediate community near Grenfell Tower. Separate reports on the progress of these programmes are available to view here:

linktr.ee/independentscrutinyfunction

How is this report structured?

The first part of this report offers reflections from the GPT on the delivery of Grenfell Support programme overall. This is followed by a focused look at the Education and Training programme specifically, and the view of the Independent Scrutiny Function (ISF). The job of the ISF is to help ensure the Grenfell Support programme is delivered transparently and effectively in the interests of bereaved and survivors and the immediate community. Further information about the ISF can be found here:

linktr.ee/independentscrutinyfunction

Overall Grenfell Support programme: summary from the Grenfell Partnerships Team

The three Grenfell support programmes began at different times and are now well established. They continue to provide support in line with the models designed with bereaved, survivors and the immediate community and approved by the council's Leadership Team. While delivery has faced some external challenges, the programmes have adapted quickly to ensure support for bereaved, survivors and the immediate community continues. These challenges included:

- **Changes to council finance systems in April/May 2025**, which affected payments such as personal budgets, education and training funding for bereaved and survivors, and wellbeing grants for the immediate community.
- The **cyber-attack which affected the council** in November 2025 and required the three programmes to review and adapt application and payment processes to maintain service continuity.

The main learnings across the Grenfell Support programmes have been about:

ACCESSIBILITY AND ENGAGEMENT

Simple, inclusive and flexible approaches help users access support in various ways and participate in programmes more easily.

COMMUNITY VOICE

Involving users in decision-making through steering groups and annual surveys leads to services that better reflect community needs and priorities.

RESPONSIVE SERVICE DELIVERY

Regular feedback and a flexible approach enable programmes to adapt and improve support over time.

COMMUNICATION AND TRANSPARENCY

Clear and honest communication helps build trust and manage expectations when challenges or delays arise.

COLLABORATIVE SUPPORT

Strong partnerships and relationship-based support are essential for addressing complex housing, health and wellbeing needs.

Education and Training programme: summary from the Grenfell Partnerships Team

The programme works with children, young people, families, and directly with schools. Parents and carers, and children and young people aged 0-25 can access drop-in sessions, workshops, activities, and guidance. The delivery team comprises four specialist teachers, a Speech and Language Therapist (SaLT), an Occupational Therapist (OT), an Educational Psychologist (EP), a Careers Specialist and a Family Practitioner. Support is provided through the Grenfell Education Hub, found at the Isaac Paulos Centre. Immediate community members and bereaved and survivors can also access education bursaries, dedicated employment support, and financial support to assist the learning outcomes of children with special educational needs.

Delivery

In the first seven months the Education and Training Programme has been successfully established and delivered largely in line with the agreed model, despite disruption from the cyber-attack and wider workforce challenges. Delivery spans the Education Hub, community bursaries, bereaved and survivor budgets, and adult employment support, with a clear emphasis on a holistic, relationship-based and trauma-informed approach. Support is delivered through a graduated model (universal, targeted and specialist), both at the Education Hub and across eleven partner schools, alongside personalised employment and training support for adults.

Reach

The programme has demonstrated strong early reach across children, young people, families and adults in both the Immediate Community and Bereaved and Survivor cohorts. Key indicators include:

- **Over 497 children and young people** registered with the Education Hub.
- **371 adults successfully registered** for employment and training support.
- **301 applications submitted to the Children and Young People community bursary** (154 successful) and 106 to the adult bursary (70 successful)
- **158 bereaved and survivor children and young people** accessing education and training budgets.

Engagement has been strongest among families with primary-aged children and those living closest to Grenfell Tower, with ongoing work to strengthen reach to young people aged 18–25.

Impact

Early evidence indicates positive outcomes across all strands of the programme:

- **Improved parental confidence**, children's engagement and skills, and more inclusive, trauma-informed practice within schools.
- **Strong and trusted relationships** between Hub staff, families, schools and partners, with the Hub increasingly recognised as a welcoming and safe space.

- **Positive progression outcomes** for adults, including engagement in training, employment, and improved independent life skills.
- **Financial support** through bursaries enabling educational progression, aspiration and access to opportunities across age groups.

The programme continues to adapt in response to resident feedback, with changes to delivery (e.g., session timings, new offers for pre-school and young adults) demonstrating a responsive and restorative approach.

How those accessing the Education and Training programme have shaped it:

Those accessing the programme have played a central role in shaping its design and ongoing delivery, ensuring it remains responsive, inclusive and grounded in lived experience.

A mixed Steering Group of parents and carers from Bereaved and Survivor and Immediate Community cohorts meets regularly to review progress, scrutinise delivery, and co-design key elements of the offer, with decisions refined following their feedback.

Resident feedback has directly informed a range of delivery changes, including adjustments to after-school session timings, the development of school holiday provision (e.g., study space and trips), and the introduction of new activities such as creative arts, science sessions, and life skills workshops.

Steering Group input has also shaped key policy decisions within the bursary programmes, including refinements to the scoring criteria to improve transparency and fairness, and the decision to increase the income threshold for the Adults' Employment and Training Bursary from £30,000 to £40,000, recognising inflation and changes in the cost of living since the threshold was originally set.

Input from families and young people has also shaped the expansion of the programme to address identified gaps, including new provision for pre-school children and targeted support for young people aged 18–25 through mentoring and seed grants.

More broadly, ongoing engagement through conversations, outreach and feedback has influenced communication approaches (e.g., increased use of WhatsApp), strengthened accessibility, and ensured the programme continues to evolve in line with community needs and preferences.

THE FIRST SEVEN MONTHS OF THE EDUCATION AND TRAINING PROGRAMME

What the Grenfell Partnerships Team has learnt

The first seven months have highlighted the importance of building trust and relationships through a trauma-informed, restorative approach. Time and consistency have been critical in engaging bereaved and survivor families and ensuring the Education Hub is seen as a safe, welcoming space. This learning has been applied through continued investment in face-to-face outreach, clear communication, and embedding restorative practice in all interactions.

The programme has also demonstrated the value of being responsive and flexible to resident feedback. Learning from engagement with families, young people and the Steering Group has led to tangible adaptations in delivery, including changes to session timings, development of new provision (e.g., pre-school and 18–25 offers), and refinement of bursary processes to improve fairness, clarity and accessibility.

Operational learning has highlighted practical barriers to access, particularly for families completing registration. Challenges in providing documentation such as proof of address have been

addressed by sourcing reliable internal data (e.g., school census data) to support eligibility checks. While proof of parental responsibility (such as a birth certificate) remains required, an eligibility panel has been introduced to review cases where families experience difficulties providing documentation, allowing alternative approaches to be considered and reducing barriers to accessing support.

Early delivery has also identified gaps in reach, particularly for young people aged 18–25 and some less engaged groups. This has informed targeted actions for Year 2, including the introduction of mentoring, seed grants, and a dedicated Careers Specialist role, alongside strengthened outreach and communication approaches.

Learning from data and monitoring challenges has reinforced the need for robust and accessible insight to understand reach and impact. This has led to the development of improved monitoring systems and a stronger emphasis on mixed-method approaches, combining quantitative data with qualitative feedback from residents to inform ongoing programme improvement.

Looking ahead: The Grenfell Partnerships Team's Priorities

The learning from the work of the Education Hub will be used to inform developments in other areas of Children's Services. Examples so far include restorative approaches to Personal Education Plan (PEP) meetings for Children looked After, and relational practice informing Attendance strategy for the bi-borough and individual schools.

Inclusion Specialists at the Hub will work with (some of) eleven local schools to enhance inclusive practice in line with relational principles and demands of new expectations on schools and local authorities (e.g., Ofsted framework and SEND reforms).

Looking ahead the GPT also intend to:

- Successfully **induct and retain** new members of staff (Careers Specialist, EP, SaLT)
- Successfully **recruit, induct, and retain** OT
- **Extend reach and increase attendance** at Hub events
- **Publish 'inclusive best practice'** for schools jointly with at least one local partner school
- **Extend support** for 18 – 25 and 0 – 4 age groups which residents report as helpful
- **Deliver effective training** and support for school staff in the Hub
- **Monitor the capacity** of the Employment Advisor ahead of Year 2 of the programme to assess whether recruitment of an additional advisor is required.

Assessment from the Independent Scrutiny Function (ISF)

Overview of ISF scrutiny

Since its inception, the ISF has monitored the Education and Training programme's progress through reviews of the GPT's monitoring data, taking into consideration:

- Delivery, reach and impact of the support provided
- Handling of complaints
- Reporting and transparency
- How well the programme centers residents' experiences and repairs harm
- Expenditure

The Education and Training Programme reports to the ISF at the end of each school term, rather than quarterly, in line with programme delivery timelines.

The ISF undertook light touch scrutiny in November 2025, soon after the programme launched. The focus was expenditure against the budget to date.

More detailed ISF scrutiny, published May 2026, drew on detailed monitoring data provided by the Education and Training team for the first two terms of the programme, from September 2025 - March 2026. This scrutiny report also drew on observations and insights from a visit to the Education Hub including engagement with staff, parents and carers and young children, and from attending an Education and Training Steering Group meeting comprising both bereaved and survivors from the Grenfell tragedy and members of the immediate community.

The focus of this more detailed scrutiny was whether the programme was being delivered and accessed in line with agreed plans, with expenditure as intended, and the extent to which practice and the perspectives and experience of people accessing the programme are shaping delivery. It also considered any complaints received about the programme, the transparency of reporting and quality of monitoring.

Summary of ISF scrutiny assessment for the first seven months of the Education and Training programme (September 2025 to March 2026):

Based on the evidence reviewed, the ISF is satisfied that the GPT has delivered the Education and Training programme effectively and in line with the model that was agreed during the extensive consultation period.

Delivery is responsive and increasingly data-driven, monitoring is transparent, and there is demonstrable commitment to consultation, learning and adaptation. The team demonstrates

exemplary commitment to ensuring restorative principles are embedded across policy, process and practice, for example through providing all-staff training and through codifying the approach in a 'Hub Handbook' provided at induction.

Following a detailed consultation period, the Education and Training Programme successfully launched in September 2025. Programme activity includes direct support for parents/carers, children and young people at the Education Hub, provision across 11 partner schools, individual Bursaries for bereaved and survivors and members of the immediate community, and targeted employment and training support.

Alongside setting up and delivering the programme, the Education and Training team have established several Steering Groups comprising of education professionals, bereaved, survivors, members of the immediate community and young people, to ensure the perspectives and needs of stakeholders are centred in decisions regarding the development of the programme. Since launch, improvements have been made to both the process and activity, in response to feedback, consultation or identified gaps.

Only one complaint has been received, which was escalated but not upheld. This served as a catalyst for the team to scrutinise their own processes against restorative principles and make improvements.

Transparency is recognised and prioritised as a means of restoring trust. Early work to monitor impact has prioritised sensitivity and trust. Feedback highlights the strength of relationships forming between staff and parents/carers, children, young people and education professionals accessing support, and notes the warmth, knowledge and helpfulness demonstrated by the team and the safe, welcoming environment at the Hub.

What the Independent Scrutiny Function has learnt

Programme delivery

1. VALUE OF PRIORITISING RELATIONSHIPS

The first year of delivery has demonstrated the importance of investing time in establishing the conditions for restorative delivery from the outset. A key learning has been the value of prioritising relationships before processes, recognising that trust and meaningful engagement are essential foundations for participation and long-term impact.

2. ONGOING DIALOGUE AND ITERATION

Taking time for consultation, even where this has resulted in delays to implementation, has strengthened delivery. Decisions have been informed by ongoing dialogue with bereaved and survivors, members of the immediate community and education professionals, ensuring that the programme continues to reflect the needs and experiences of those it is intended to serve. This responsiveness and willingness to adapt where aspects of delivery are found not to align with restorative principles has been key. For example, feedback identified that the initial bursary application process could act as a barrier to participation and was not experienced as sufficiently restorative. The programme paused implementation to redesign the process, demonstrating a commitment to learning from experience and improving practice.

3. TAILORED ENGAGEMENT

The programme has also recognised that different stakeholder groups require different spaces in which to contribute meaningfully. Steering Group arrangements have evolved, now including separate groups for education professionals, bereaved and survivors and members of the immediate community, and young people, to better support open discussion and meet differing needs. External facilitation was commissioned during the early stages of the programme to help establish trust and ensure diverse voices could be heard. Following consultation with the group, it was decided that relationships between staff and Steering Group members were sufficiently robust to continue without facilitation. Budget has been diverted to service delivery, with the need for further facilitation in future kept under review.

4. PROPORTIONATE MONITORING APPROACHES

Initial learning has reinforced the need for proportionate and sensitive approaches to monitoring impact. The programme has sought to balance accountability with care, avoiding burdensome or intrusive requests for information and being clear about what is appropriate for the Council to evidence and attribute to the programme. This measured approach supports transparency while avoiding overstating impact or placing unnecessary demands on those accessing support.

Wider influence and legacy

The Education and Training programme has generated learning that has wider application across council services seeking to work restoratively with communities.

1. INVESTING TIME IN BUILDING RELATIONSHIPS AND TRUST

One of the clearest areas of wider influence is the value of investing time in relationships and consultation before implementing new services. The Education and Training programme has demonstrated that taking time to listen, co-design and adapt delivery in response to feedback can strengthen trust, improve participation and ultimately lead to more effective outcomes.

2. CREATING ONGOING CO-DESIGN OPPORTUNITIES:

The programme provides valuable learning about creating meaningful opportunities for participating in the ongoing design of services. Through the evolution of its Steering Group arrangements, the programme has demonstrated the importance of creating conditions in which different voices can be heard equitably. These approaches provide a useful model for future engagement across the Council.

3. LEARNING AND ADAPTATION:

The decision to pause and redesign the bursary process when it became clear the process itself could act as a barrier to participation demonstrates the value of treating feedback as an opportunity for continuous improvement across other services.

4. PROPORTIONATE, SENSITIVE MONITORING APPROACHES:

As the Council looks to embed restorative ways of working, these principles offer an important foundation for how success is measured and demonstrated.

Looking ahead: The Independent Scrutiny Function's priorities

Key operational priorities for the Education and Training programme include increasing engagement with older children and young people, extending awareness and participation across the full 500-metre eligibility radius, and continuing to develop the Education and Training team as the programme grows. The ISF would like to see comparisons of the ethnic and religious profile of participants against Notting Dale Census data, as previously agreed, to help understand whether access to the programme is equitable and identify any communities that may require additional engagement.

Future scrutiny will focus on how the programme sustains its restorative approach while expanding its reach and activity.

The ISF will also seek evidence that the programme continues to learn and adapt in response to feedback. This includes further developing safe, respectful and restorative approaches to gathering satisfaction and impact data, alongside exploring creative ways of understanding longer-term outcomes without placing unnecessary burdens on those accessing support.

Looking ahead the ISF intends to also:

- **Support the GPT to act on the ISF's recommendations** about how to support wider impact and legacy from the programme, based on a workshop held with the GPT in June 2026:
  - Codify its restorative way of working e.g identify principles, practical examples and learning (e.g. about barriers and enablers).
  - Develop a structured approach to learning about how to effectively influence the wider organisation. Use test and learn cycles to ensure a focused approach with rapid and actionable findings.

    - Work in partnership with colleagues across the council who are adopting and working to spread similar ways of working.
    - Develop approaches to communicating with and supporting colleagues.
- The GPT will start to **codify its learning** in the autumn of 2026 and identify how best to share the insight to influence more widely within the council. The ISF will review progress as part of its scrutiny in autumn 2026, and provide an update to RBKC's CEO and leader - referencing GPT's work to codify its practice and sharing its recommendations about what's needed to spread the practice across the council.