



Name of organisation	Grove Learning Trust
Organisation type	Trust (Medium)
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Research Mark is based on an organisation meeting the Research Mark Standard. The Research Mark Standard is made up of six overarching areas, covering six criteria. The areas are:

- Research Culture
- School Development
- Staff development
- Critical engagement with research
- Collaboration
- Embedding research engagement (Research Mark *Plus* only)

Each criterion is exemplified by five sub-criteria. These sub-criteria are not exhaustive or compulsory- instead they describe what we'd generally expect to see for each area. These sub-criteria are applied flexibly and with nuance, in order for a deep understanding of the school's research engagement to be drawn out from the Research Mark application.

You can view a detailed summary report below, with an assessment for each sub-criteria and overarching criteria, alongside key evidence related to that area, questions for discussion / reflection and also potential areas for future development.

Key to assessment:

- 1 - **emerging**: Some evidence of research engagement is present in relation to this criterion or sub-criterion, providing a good foundation for future activity.
- 2 - **deepening**: There is good evidence of research engagement in relation to this criterion or sub-criterion, with more precise examples and some evidence that practices are starting to be used consistently and are beginning to become embedded.
- 3 - **embedded**: There is evidence that research engagement is an integral part of practice within the organisation linked to this criterion or sub-criterion. Momentum is sustained so that research engagement is a long-lasting and deeply ingrained aspect of the school or trust's identity over time.

Aspect 1: Research culture

Criterion RMT 1: Leaders establish a strong culture of research engagement				
Sub criteria	1	2	3	Assessor notes
1.1 Research evidence is valued by the trust, informs trust policies and practices and is tied into an overall ambition, which in turn impacts on research culture within individual schools				Evidence to support this criterion: • The Trust has a clear vision for school improvement and professional development, underpinned by evidence-informed literature and practice • Staff development is supported through professional network systems, which are specific to the needs of key teams. These promote sharing of best practice and collegial support across the Trust • A culture of research engagement is strongly apparent. For example practitioner enquiry is widely undertaken to support development and understanding in specific areas of practice • Trust leaders have systems and processes for critically evaluating performance in each school, for example, through Triangulation Visits, Leadership Effectiveness Days and Education Effectiveness Reviews Is there anything that the trust could do to strengthen their work further in relation to this criterion? • As identified by the Trust, seek to further improve CPD provision for support staff • The Trust could consider seeking to embed research groups in additional priority areas, such as parental engagement
1.2 There is a sustained commitment to developing a culture of enquiry, characterised by open and honest dialogue in a trust-wide community of learners				
1.3 Senior members of staff, within the trust and within individual schools, actively model and support research engagement				
1.4 There are designated members of staff at trust and / or school level who champion the use of research, for example by collating, presenting and sharing research evidence, or by supporting research-informed inquiry				
1.5 School and trust leaders model, encourage and promote opportunities for themselves and others to critically evaluate and reflect on their practice				
Overall assessment of RMT 1:	3- embedded			

Aspect 2: School Development

Criterion RMT 2: Leaders take an evidence-informed approach to school evaluation and development				
Sub criteria	1	2	3	Assessor Notes
2.1 Quantitative and qualitative evidence are used to build a well-rounded picture of practice and its impact in individual schools and across the trust, including how practices need to be refined or developed				Evidence to support this criterion: - Trust leaders have embedded systems and processes for evaluating pupil progress and achievement - The Trust employs staff to offer centralised support in evaluating school performance; evidence-informed support is provided, for example, in pedagogical and curriculum development - The Trust central team provides capacity and support for staff in writing EEF-informed implementation plans, for example in supporting maths mastery at Wroughton Juniors - The Trust appears highly outward looking and is comfortable in seeking expertise and guidance from external networks/organisations, for supporting endeavours such as oracy - Research Impact Reports demonstrate real strength in evaluating the effectiveness of implemented research Is there anything that the trust could do to strengthen their work further in relation to this criterion? - The Trust could consider how best to continue to embed and strengthen the successful school improvement model
2.2 Consideration of evidence from the wider research literature is used to inform and influence trust development activity, CPD provision and potential changes to practice at individual school and trust level				
2.3 The impact of research-informed practices or programmes is monitored, evaluated and reviewed, either at school level or also within the wider trust				
2.4 Leaders at both school and trust level have and maintain a current, relevant knowledge of which pedagogical approaches have the strongest research evidence for effectiveness, taking into account the strengths and limitations of the evidence-base				
2.5 Leaders at both school and trust level have an evidence-informed understanding of how to lead curriculum design, development and implementation				
Overall assessment of RMT 2:	3- embedded			

Aspect 3: Staff Development

Criterion RMT 3: Research and evidence informs the content and design of professional learning and development				
Sub criteria	1	2	3	Assessor notes
3.1 School and trust leaders have a secure understanding of the evidence around effective professional development and this informs the planning, implementation and evaluation of staff professional learning and development				Evidence to support this criterion: • CPD design is consistently based around leadership networks and structures which enable research to be held at its heart, using reputable sources • Staff within the Trust are mobilised and provided with opportunities to support the development of colleagues in other schools • Ringfenced time enables staff to engage in respected, and sustained CPD programmes, such as the NPQ suite. Headteachers also have protected time for collaboration. • The use of a CPD calendar suggests an embedded, well organised and perpetual set of opportunities are provided to engage in research for informing school improvement. Evaluation of progress helps to feed into planning for the forthcoming year
3.2 Research engagement is an integral element of any CPD within and across the trust, and CPD itself is research-informed				
3.3 Time is made available for staff to engage with research evidence, discuss their findings and participate in approaches that effectively support the development of teacher expertise, such as through professional learning communities, either within individual schools or across the trust				
3.4 School and trust leaders encourage the development of high levels of specific pedagogical and assessment knowledge, supporting teachers to develop research-informed approaches and embed long-term changes to practice				
3.5 Trusted and reliable sources of evidence and robust methodologies are made available to all staff, to prompt reflection on practice				Is there anything that the trust could do to strengthen their work further in relation to this criterion? • The Trust could consider how to build and strengthen explicit opportunities for individuals to reflect on their practice/learning from the copious research-informed CPD taking place
Overall assessment of RMT 3:	3- embedded			

Aspect 4: Critical Engagement with Research

Criterion RMT 4: Staff are supported to engage critically with, and in, research to inform their practice				
Sub criteria	1	2	3	Assessor notes
4.1 Teachers and leaders, at both school and trust level, engage critically with research and evidence from a variety of sources, and understand how to evaluate the quality of these sources				Evidence to support this criterion: - Where possible, schools in the Trust engage in national research projects, for example, KS1 maths with the EEF - Research projects are not confined solely to the classroom, and extend into aspects of pastoral and personal development - Recently published work on diversity/EDIB is helping to inform the breadth of reading opportunities for children across the Trust and aspects of subject curricular development (e.g. history) - Both quantitative and qualitative sources (e.g. student and parent voice) are combined to build a picture of school improvement priorities. This has had encouraging signs of improvement, for example in improving behaviour at Southfield Junior School Is there anything that the trust could do to strengthen their work further in relation to this criterion? - Trust leaders could consider specific training in 'research literacy', specifically in how to critique research methodologies and findings for judiciously implementing a variety of research evidence
4.2 Teachers and leaders, at both school and trust level, understand different research methodologies and how this should influence their interpretation of research findings				
4.3 Teachers and leaders, at both school and trust level, identify opportunities to translate and implement findings from research within their context, considering potential barriers or issues				
4.4 Teachers and leaders, at both school and trust level, consider findings and practice identified from research and use this to overcome challenges				
4.5 Teachers and leaders in schools understand practitioner research methods available for them to develop understanding of their own practice, including the consideration of ethics				
Overall assessment of RMT 4:	3- embedded			

Aspect 5: Collaboration

Criterion RMT 5: Research engagement is enhanced through collaboration, within and beyond the school				
Sub criteria	1	2	3	Assessor notes
5.1 Staff at all levels within individual schools and the wider trust recognise the value of collegiality and contribute to knowledge and practice in the profession				Evidence to support this criterion: - Trust leaders have provided opportunities for networking within and beyond the organisation, to improve aspects of subject knowledge and pedagogy. This appears to be a real strength. - Furthermore, the Trust goes further by offering Discovery Days, which involve schools welcoming external staff to learn and share best practice - Throughout the application, the Trust has demonstrated an open-minded and transparent, collegial approach to partnership working for benefitting CPD and school improvement
5.2 Ongoing and active links with other schools and trusts add value to the quality of teaching and learning				
5.3 Links to external organisations support research engagement at individual school or wider trust level				
5.4 Staff engage in a professional dialogue both within and beyond their setting, for example through professional networks, in order to develop their own knowledge and to support others				
5.5 Teachers and leaders share learning from evaluations of school practice both within and outside the trust				Is there anything that the trust could do to strengthen their work further in relation to this criterion? The Trust could consider mechanisms for evaluating the effectiveness of the many networks which are in place, so this 'best practice' can be shared beyond the Trust
Overall assessment of RMT 5:	3- embedded			

Aspect 6: Embedding Research Engagement

Criterion RM 6: Research engagement is sustained, embedded within the structure and practices of the trust		
Sub criteria	Evident	Assessor notes
6.1 Knowledge from research, both from internal and external evidence, is systematically captured, shared and embedded into the ongoing practice of the trust, and in its schools		Evidence to support this criterion: • A culture of learning from research is woven throughout the Trust • This is supported by systems and structures (especially networks and hubs) which enable staff development opportunities • Trust leaders have built a series of systems which ensure that responsibilities and opportunities for research engagement are spread across a wide range of school and Trust staff • A clear plan for future Trust CPD development is evident, building on the effective work to date • Having heard from members of the staff body, it is clearly apparent that there is a real and authentic passion for research-driven improvement across the schools in the Trust. Staff are highly engaged and well informed practitioners and leaders who are clearly demonstrating impact in the areas of school improvement shared.
6.2 Systems and structures within both the trust and in schools, promote and allow research engagement as part of regular leadership, teaching and pastoral practice, at every level		
6.3 The trust has clear plans to ensure the sustainability of research engagement, including through CPD		
6.4 Research engagement is woven throughout the trust fabric and within the schools, and not just the responsibility of a limited number of staff members		
6.5 The whole trust community, including the schools and their communities, have an understanding of the importance of research engagement and actively engages with research		Is there anything that the trust could do to strengthen their work further in relation to this criterion? • The Trust could consider whether the organisation is now in a position to involve parents as consumers of evidence, to support the explanation and justification of key decisions
Overall assessment of RMT 6:	Met	

Summary of outcomes



Aspect 1: Research Culture	Embedded
Aspect 2: School development	Embedded
Aspect 3: Staff development	Embedded
Aspect 4: Critical engagement with research	Embedded
Aspect 5: Collaboration	Embedded
Aspect 6: Embedding research engagement	Met

Agreed strengths

- Research is woven and distributed through many aspects of the Trust's endeavours. The Trust is clearly outward-facing and adopts a collaborative approach
- Professional development is built on research based on reputable sources
- Staff are mobilised to support each other's development through a culture of collaboration
- Research projects are not confined to classroom practice; they extend into pastoral work and areas of personal development
- Research-led practice has been sustained and embedded over time. There is therefore a well established set of principles for further growth and development within the Trust

Agreed next steps

- The Trust could consider implementing already identified next steps, such as training staff in how to critically engage in research literacy
- The Trust could consider deepening parental engagement with aspects of research that will help to further strengthen community engagement
- The Trust could consider ways to promote best practice beyond the Trust, through carefully chosen communication channels

Accreditation awarded	Research Mark <i>Plus</i>	Award date	Summer 2025
		Reaccreditation date	Summer 2028