

# update



Leading Learning through  
Action-led Research and Innovation

THE LATEST NEWS FROM THE LAUREL TRUST

ISSUE 14 • SUMMER 2025

Stock image



## Welcome to Update – Summer 2025

Once again we're excited to share updates on our ongoing and recently completed projects that continue to enhance educational experiences across our schools. This Spring, we're pleased to introduce our new Consultant Director, Derrick Brett, whose vision and leadership will drive our initiatives forward. Derrick will be continuing the exceptional work which Maggie Roger initiated through her professionalism and guidance to the Board of Trustees and also to our family of schools.

We're also pleased to announce the appointment of five new Trustees to our Board, each bringing valuable expertise and fresh perspectives to help us navigate the evolving educational landscape. Their combined knowledge and commitment will undoubtedly strengthen our mission to support and inspire schools.

We look forward to working closely with our school communities and stakeholders as we continue to innovate and make a positive impact. Wishing you a productive and inspiring Summer term!

**Bill Goddard | Chair of Trustees | The Laurel Trust**

IN THIS ISSUE – 2 Beyond the school gates | 9 Cradle-to-career | 12 Our Trustees





# Beyond the school gates

## The role of the Multi Academy Trust in the rural community



**Melissa Trudgill** is Trust Community Engagement Lead at the Dartmoor Multi Academy Trust in North and West Devon. Melissa has previously worked with the Laurel Trust on action research into the effective use of speech and language techniques. In this article she talks of the essential work that the Trust undertakes in the villages and market towns in the region.

Education extends far beyond the classroom. In rural communities, where access to services can be limited and transport into nearby towns diminishing, Multi Academy Trusts (MATs) play a crucial role in ensuring children receive not just an education but access to the complete package of opportunities needed for a balanced, happy, healthy life. By generating strong community engagement, supporting families, and improving school readiness, MATs are transforming attitudes towards education and

strengthening trust between schools and parents. They are arguably more involved in their family of schools than local authorities were and although this can sometimes mean they are an alternative target for negative perceptions from parents, it means that they can provide strategic community engagement, bringing hubs of schools together to link up resources and services in the local area.

This article explores how MATs operating in rural settings

**"Education is the most powerful weapon which you can use to change the world."**

Nelson Mandela

contribute to community development, support parents, and enhance students' readiness to learn. It highlights the ways in which these trusts work beyond the school gates to improve engagement and create lasting, positive change.



**By working closely with local authorities, charities, businesses, and other community stakeholders, MATs in rural areas can enhance the educational experience by offering additional support systems...**



### **The role of MATs in rural education**

Rural schools often face distinct challenges, including geographic isolation, limited access to extracurricular activities, and socioeconomic barriers that impact children's learning. Multi Academy Trusts serve as a bridge between schools and communities, building collaboration and pooling resources to ensure that all students, regardless of background, receive high-quality education.

By working closely with local authorities, charities, businesses, and other community stakeholders, MATs in rural areas can enhance the educational experience by offering additional support systems, especially with external agency support reducing. These partnerships enable MATs to provide extracurricular opportunities, mental health support, and tailored interventions that address the unique

### **Rural schools often face distinct challenges, including geographic isolation, limited access to extracurricular activities, and socioeconomic barriers...**

needs of students and families in these communities. The most successful initiatives under the

community engagement umbrella are those that can target numerous areas of support within one project. For example, targeting areas with the greatest rural deprivation with food projects can ensure that families can stretch their budgets whilst the cost of living is high. Whilst visiting the food projects, parents engage with school staff, PTFA volunteers and specific officers such as family liaison workers meaning they are more likely to ask for support and learn to trust those working in the school network.





Engagement with families is instrumental in improving attendance and behaviour, minimising EBSA and EHE numbers and reducing suspensions which all lead to raising attainment and most importantly providing a healthier, happier environment for children both at home and in school. The Green Box Project at Okehampton Primary School does exactly this – The project was created by Melissa Trudgill, Community Engagement Lead for the Dartmoor Multi-Academy Trust.

#### **Improving attitudes toward school readiness and transition thereafter**

One of the key contributions of MATs is their impact on school readiness. Many children in rural communities start school without the foundational skills needed to thrive academically. *continues over.*

“Green Box Okehampton is an environmental project, and there’s absolutely no shame in coming forward to get this food. We serve tea and coffee every Thursday after school, and parents can chat to Greta, who’s a family liaison officer at the school. Dartmoor Multi Academy Trust is proud of its social and environmental projects to help all those living in the communities, around our schools.”

**Melissa Trudgill,**  
Community Engagement Lead,  
Dartmoor Multi-Academy Trust

“We’re so pleased to be able to support Okehampton with a weekly delivery. Over 50% of the surplus we receive from the food industry is fresh fruit, fresh veg and dairy – the kind of food you can’t get from a food bank, and which is essential for a healthy diet. Melissa and Greta have created something life-changing for children and families, supporting them to thrive at school and at home.”

**Lucy Bearn, CEO,**  
FareShare South West



“I’m a single mum of four, and we struggle with food especially as the kids have eating issues. I used to be a cook in a special school, and this is amazing. I’ve got fresh bread, and I’m going to make sweet potato and black bean chilli, and I’ve got potatoes for chips, all available when I pick up my child from school – one trip and easily accessible on the school site. I can also interact with other parents and support staff at the school all at the same time as getting extra food – it’s a brilliant idea!”

**Laura (not her real name),**  
Green Box Okehampton’s  
very first customer



Limited early years provision, parental concerns about formal education, and a lack of exposure to structured learning environments can leave some children struggling from the outset.

MATs address this issue through:

- **Establishing early years outreach programmes:** engaging with families before children reach school age to ensure they develop the basic literacy, numeracy, and social skills required for learning. This is made easier now there are nursery provisions on the same school sites which the MAT oversees. This provides a supported transition from nursery to EYs and helps to identify additional needs from an early point, for example targeting speech and language therapy where it might be needed.
- **Running parent-and-child learning sessions:** offering workshops that help parents understand how they can support early learning at home. Additionally adult education classes run by organisations such as Learn Devon and Libraries Unlimited in small rural schools builds self esteem and confidence with parents which leads to increased engagement with their child's schools.
- **Creating transition programmes:** helping children and parents prepare for the shift from home or nursery to a structured school environment.
- **Providing specialist early years staff:** ensuring expertise in early childhood education is available in all primary schools within the MAT.

Research highlights the importance of early years support. According to the Education Endowment Foundation (EEF), "Children who receive high-quality early years education are more likely to develop strong language and cognitive skills, which provide the foundation for lifelong learning."

## Many children in rural communities start school without the foundational skills needed to thrive academically.

By focusing on these areas, MATs not only prepare children for the classroom but also alleviate parental anxiety, reinforcing positive attitudes toward formal education. The idea of an enhanced transition between year 6 and 7 is also part of the MAT menu to focus on these same anxieties – children from small rural schools may have had very little contact with children from other schools and nearby villages but the Trust is committed to undertake joined up work by creating hubs of schools within the trust, who will go on residencies and be involved in visits to secondary schools together. They are also keen to reach out to schools outside their Trust but within the local area to ensure that the child who may go to a rural primary school of less than 20 pupils has wider horizons and experiences by the time they reach year 6.

### Strengthening trust between MATs and the community

Historically, some communities have viewed MATs with suspicion, especially when they involve school takeovers or major staff or governance changes. However, successful MATs prioritise transparency, communication, and collaboration, ensuring that their presence in rural communities is seen as a force for good.

Key to this work is the role of the Community Engagement Lead who will nurture those partnerships and connections between schools and their communities and including building new partnerships with local businesses and agencies. Setting up community projects which involve and train volunteers

from the local communities is one way this can thrive.

### Community fridges

These provide a community focal point especially in rural communities, are run by volunteers, who are often parents and grandparents, and are sponsored by local businesses. Again, food is instrumental in bringing people together and ensuring the very basic need of nourishment is supplied for those students who need it, before they reach the classroom. 'Daniel aged 12 (name has been changed) visits the community fridge daily to pick up his breakfast, snacks for mid-morning and lunchtime food – without these he would not be able to have the focus to take on learning'.

Dartmoor Multi Academy Trust has also set up emergency breakfast clubs which are under the radar of most school communities (much of the positive work which MATs undertake goes unnoticed and is rightly, not easily publicised) and are different to the breakfast club provision which is laid on and payable by parents. This emergency scheme is for those students who





arrive late, dysregulated and hungry – in no position to absorb learning in the classroom. These students are taken on one side and given a bowl of cereal, toast and juice.

The amount of information particularly around safeguarding which comes from these conversations to trusted adults whilst the child is having their breakfast, is invaluable. Once again, the Trust makes this possible by the community engagement lead applying for grants or approaching business for sponsorship to make these initiatives happen – outside any usual school budget – with the reduction in local services and agencies the school is the centre of support for most families. The MAT undertakes this strategic project work and works with schools to ensure it is targeted in the right places and where the need is greatest whether this is for food, a clothing exchange or an outfit for older students, so they feel comfortable going on work experience or interviews.

Ways in which MATs build trust include:

- **Active parental involvement:** encouraging parents to engage with school leadership, attend regular meetings, and have a voice in decision-making. Roadshows run by approachable school staff to go out to rural communities to recruit new school governors or PTFA members, reaches out for increased parental involvement.
- **Community outreach initiatives:** running events, workshops, and open forums where residents can see firsthand the benefits which the MAT brings to local education. The Trust opens its doors to parents by inviting them into schools for cookery classes – ‘Take 5’ at Okehampton College involves using 5 ingredients from the local community fridge or food hub and creating a healthy meal for

the family to enjoy. Students also have their own extracurricular cooking classes which ends the term with a meal inviting parents in to eat the food with the senior leadership team at the school. Breaking down barriers to foster good relationships and strong communication is an important role for a MAT.

- **Consistent communication:** using newsletters, social media, and community engagement officers to keep families informed about school developments and successes.
- **Demonstrable improvement:** delivering better educational outcomes, enhanced facilities, and increased opportunities for students, which naturally fosters trust over time.

‘Take 5’ at Okehampton College involves using 5 ingredients from the local community fridge or food hub and creating a healthy meal for the family to enjoy.

A study by the National Foundation for Educational Research (NFER) found that “schools which actively



Stock image

*involve parents in decision-making and community activities see higher levels of trust and engagement, resulting in better student outcomes.”*

Through these strategies, MATs move from being perceived as external organisations to becoming integral, trusted parts of the rural communities they serve.

### **Supporting parents leading to better educational outcomes**

A child’s education is deeply influenced by their home environment, and parental support plays a critical role in academic success. Many rural families face barriers such as economic hardship, lower levels of parental education, or limited access to child development resources. MATs recognise that supporting parents is just as important as supporting students.

Key initiatives include:

- **Parental workshops and training:** offering guidance on effective learning strategies, behaviour management, and supporting homework.
- **Flexible school engagement programmes:** making it easier for parents to be involved in school life, even if work schedules or





transportation challenges exist. MATs by the strength of central budgets and strategic planning can offer transportation from local rural areas into their feeder secondary schools or can take cookery classes and financial advice classes out to small primary schools so they become the central hub for these isolated communities.

- **Providing family support**

**services:** partnering with social services and charities to offer advice and assistance on issues such as mental health, financial literacy, and child development. MATs have the opportunity to capitalise on funding opportunities which can provide additional equipment and funds for schools which are then open to the community out of school hours. The Trust has been involved in 3 years of funding from Active Devon which centres on opening the school building for the use of the local community. A successful grant application meant that the school gym could be fully equipped at Okehampton College for its students, which the GP surgery in town can use for prescribed exercise.

A focus on opening the doors to schools since Covid has been instrumental in reconnecting with the local area and encouraging new volunteers to come back into schools to help with numerous activities. The Trust communicates initiatives in rural villages via the use of roadshows and the presence of the Community Engagement Lead at open days and parents' evenings – these might be to inform parents about transition onto the next stage of secondary schools or the search for new volunteers to provide help for students reading, minibus driving, and to help run food projects once they are set up.

- **Digital learning initiatives:** equipping families with technology and digital literacy skills to ensure children can continue learning at home.

According to a report by the Sutton Trust, *"Parental engagement in a child's learning is one of the most powerful predictors of academic success, particularly in early years and primary education."*

By empowering parents with the knowledge and tools to support their children, MATs help to create a home

environment that embeds learning and long-term academic success.

One of the largest criticisms by parents of the MATs that support their child's school is poor communication – this is even more important for rural communities who often feel cut adrift from the towns in the region where the majority of services are based. The debatable question is – should a Trust have its own identity and be well publicised for parents as an entity on its own bringing schools together as one family or should it be a silent partner supporting where needed but only existing to be omniscient for the local school?

### **The impact of MATs on rural communities**

Beyond the direct educational benefits, MATs contribute to rural communities in numerous ways:

- **Economic growth:**

by improving education, MATs enhance employability and skill development, contributing to local workforce development. One example of this is the hosting and funding of a MAT wide careers fair bringing multiple trust secondary colleges







together. This is especially important for students who attend rural small, secondary schools such as Holsworthy Community College, who might struggle to access university open days due to limited transport options, financial constraints, and a lack of awareness or encouragement. Without accessible public transport, attending an open day could require expensive travel and accommodation costs that families may not be able to afford. Additionally, lower aspirations and limited exposure to higher education opportunities within their community may discourage students from considering university as a viable option. MAT career fairs with transport included can resolve this.

- **Social cohesion:** schools become hubs of activity, offering a space for families to connect, share resources, and build community networks.
- **Improved well-being:** through pastoral care, mental health services, and extracurricular activities, MATs enhance the overall well-being of students and their families.

### Unique Barriers

Rural communities face unique

barriers to education that can significantly impact school readiness and student success. Geographic isolation often means fewer educational resources, extracurricular activities, and specialist teaching staff. Limited public transport can make school attendance and parental engagement more challenging, while economic hardship and lower levels of parental education can hinder a child's early learning experiences. Additionally, rural schools frequently struggle with funding constraints, making it difficult to provide the same level of support as their urban counterparts.

Multi Academy Trusts (MATs) play a vital role in addressing these challenges by creating collaborative networks that pool resources, expertise, and opportunities across multiple schools. MATs actively work to engage parents by hosting workshops, providing family support services, and encouraging transparent communication between schools and the wider community. These efforts not only improve students' readiness to learn but also strengthen trust between families and educational institutions, ultimately transforming attitudes toward education in rural settings.

### Conclusion

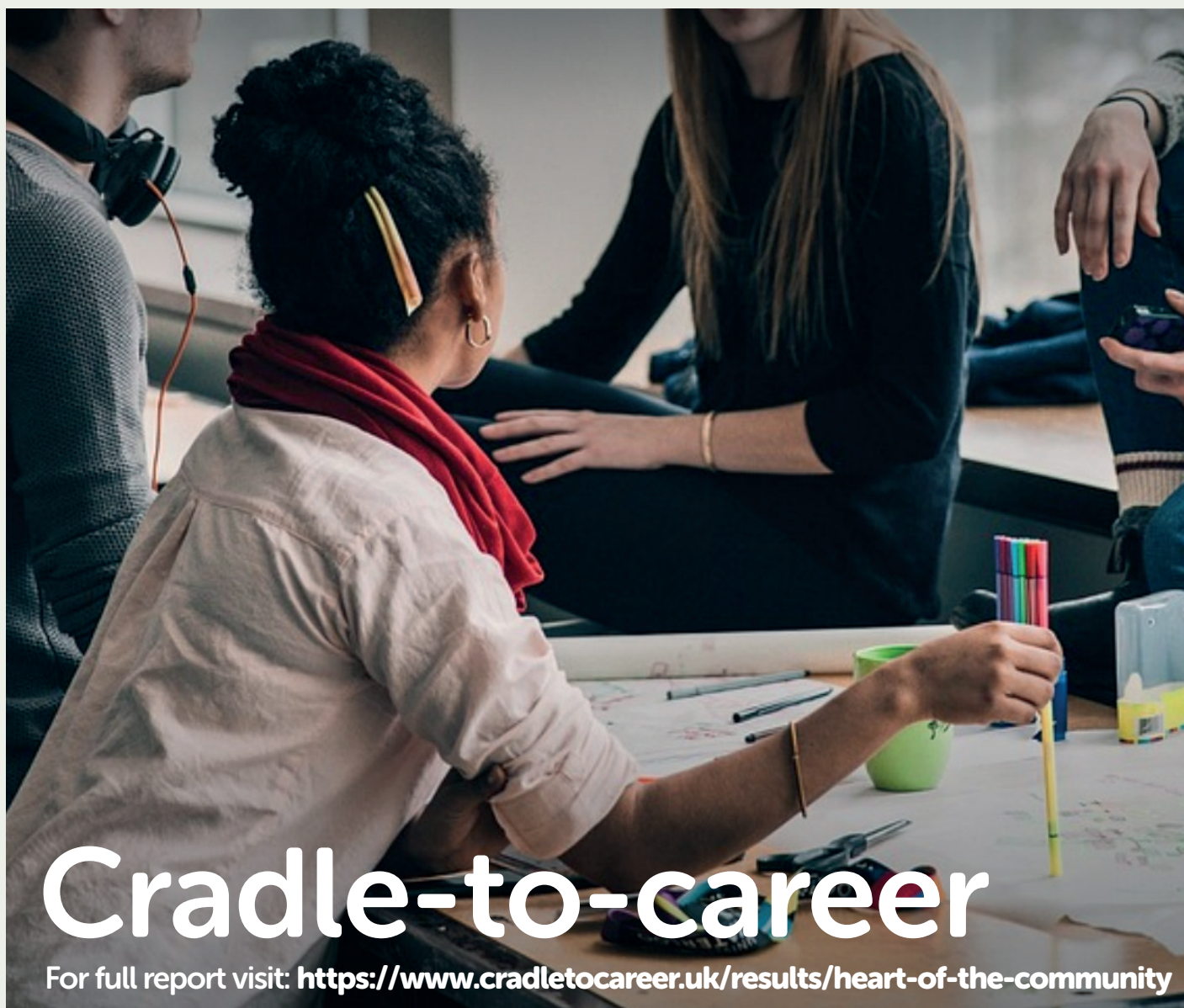
Multi Academy Trusts operating in rural areas have a profound impact that extends far beyond the school gates. By fostering positive attitudes toward education, strengthening trust with communities, and supporting parents, MATs help to create an environment where every child can thrive. Their work ensures that rural students are not disadvantaged by their location but are instead given the same opportunities to succeed as their urban counterparts. Through strategic collaboration, long-term commitment, and genuine community engagement, MATs are transforming rural education and making a lasting difference in the lives of students and families alike.

**Multi Academy Trusts operating in rural areas have a profound impact that extends far beyond the school gates.**

As educational researcher John Hattie states, *"When schools, parents, and communities work together, student achievement levels increase significantly."* This statement underscores the importance of MATs in rural communities and the transformative power of collaborative education. ●







# Cradle-to-career

For full report visit: <https://www.cradletocareer.uk/results/heart-of-the-community>

**Headteachers are increasingly acting as “community connectors” – offering extra support services from their schools to address disadvantage in their localities, a new study shows.**

Food banks, parenting support and health and social care referrals are among the services being co-ordinated by primary and secondary schools across the country and this is helping to bring together communities and schools to improve children's prospects, researchers have found.

As well as responding to an immediate need, work to convene existing community leaders is helping to drive long-term community transformation. “Cradle-to-career models” aim

to support children from birth to early adulthood and can be a powerful means of addressing the complexities of disadvantage at a community level. They offer a means of tapping into existing services in an area and nurturing community capacity without the need for costly new interventions.

In many cases, schools co-ordinate and signpost families to a range of locally available programmes and services such as antenatal classes, parent-toddler groups, parenting courses, cooking and crafting

sessions, and housing and debt advice. The aim is to build stronger relationships between the school and parents and help parents to develop peer support networks and opportunities to find out about wider support that's available. This can help to dismantle some of the barriers outside the school gates and create better life chances for children, in particular those from under-resourced backgrounds. In the longer term, the aim is that this work creates a tipping point for change within a local community, such that the community or



neighbourhood becomes a force for good across children's lives.

Researchers examined four case studies of schools delivering extensive community outreach – Holyrood Academy in Chard, Somerset, King's Oak Academy in Kingswood, Bristol, Thrive Co-operative Learning Trust in the HU3 area of Hull and Cranbrook Education Campus in Cranbrook, Devon. The report "Heart of the Community" highlights 15 common practices that could be adopted by all schools and trusts to deliver similar community work.

The study, by Anne-Marie Sim and Lee Elliot Major, from the University of Exeter and the South-West Social Mobility Commission, is supported by The Reach Foundation and partners schools and trusts in the C2C Partnership, a two-year training programme and network for schools and groups of schools looking to set up their own cradle-to-career models. The work was

## Head teachers were found to play a critical role in school community work, acting as community connectors...

funded by the Rank Foundation.

The South-West Social Mobility Commission was set up as a 'do-tank' to bring about transformational change in outcomes for children and young people from under-resourced backgrounds across the region and further afield. Chaired by Sir Michael Barber, it brings together a dedicated group of civic leaders from across the South West to drive cross-sectoral work to break down the barriers facing young people in the region and to act as a test-bed for innovative approaches to boost social mobility.

Head teachers were found to play

a critical role in school community work, acting as community connectors – able to command both detailed frontline knowledge of an area and 'big picture' strategic oversight for the work.

Schools prioritised long-term, deeper relationships to address the complex, chronic issues associated with poverty and deprivation.

Professor Elliot Major said: "In a time of growing hardship beyond the school gates, "cradle-to-career" models represent a highly promising approach to tackling the deep-seated barriers that hold back so many children's futures. By acting as community anchors, these schools aim not just to improve education – but to reshape the prospects of entire neighbourhoods. This inspiring network of schools deserves national recognition and further research to assess the potential long-term benefits for children, and the wider lessons for all schools."



Stock image



The report suggests a number of key steps to developing a successful cradle-to-career model:

- The school having stability and a strong record on teaching and learning.
- Having a supportive academy trust or local authority that potentially puts in place support, structures and funding.
- The head teacher or C2C lead developing and inculcating in staff the belief that they can and should help change their community context.
- The head teacher or C2C lead believing in the benefit of taking time out from the everyday to reflect on wider objectives beyond narrow school attainment measures.
- Being clear on the 'why' behind every action to ensure the C2C model fits the school and community context.
- Gaining staff buy-in; having the right people leading activities; and having consistency of staffing.
- Finding different ways to demonstrate impact given the work's long-term and holistic nature.

The report highlights 15 common practices being adopted by partners that could reasonably be tried by all schools and trusts even without developing a full C2C model to aid school improvement or extra support. These include

doing more to listen to pupils, parents and the community, having neutral spaces for parent meetings, home visits, dedicated staff to support with transitions such as primary to secondary and offering food banks and coffee meetings to develop relationships with parents.

Dr Sim said: "This is an exciting approach to scaling community-driven change. What we are seeing is a network of like-minded schools and trusts pioneering novel approaches for working in a joined-up way with their local communities. This is not one model but many: each cradle-to-career model involves a deep engagement with its unique community context, founded on schools listening to parents, children and community partners, and forging stronger relationships and connections between all of them."

Ed Vainker, Managing Director of The Reach Foundation said: "This report shows the leading role that schools can play in creating the local conditions to ensure that all babies, children and young people thrive. Through our work with cradle-to-career partners across the country we are seeing headteachers taking the initiative to build greater curriculum-based and relational coherence across all educational phases, including in the early years. They are also demonstrating civic leadership by playing a key part in strengthening local cross-sector

---

**"What we are seeing is a network of like-minded schools and trusts pioneering novel approaches for working in a joined-up way with their local communities."**

**Dr Anne-Marie Sim, University of Exeter and the South-West Social Mobility Commission**

---

partnerships. It's clear that there is huge appetite for this work and we're delighted to have been able to support the schools highlighted in this report, and many others."

John Hind, Director of Education and Leadership at Rank Foundation, which funded the work, said: "This timely report offers fascinating insights into how schools can help to catalyse change within and alongside their communities. As a foundation that supports community and place-based change, we are excited by the potential that The Reach Foundation's C2C Partnership offers to create scalable, bottom-up change across communities across the country."

**This report presents the collected findings of research conducted over the course of two years with schools and trusts in the C2C Partnership, including interviews with partner leaders. ●**



Stock image



# Say hello...

**We are delighted to welcome five new Trustees to our Board.**

Their diverse expertise and shared commitment to our mission will strengthen our work and impact. We look forward to their contributions as we continue to grow, evolve, and serve our educational community. We thank them for joining us on this important journey.



**Chris Redman**

Chris has been a governor of a local primary school, in a rural environment with a broad range of pupil needs including special educational, and from financially disadvantaged families. He strongly believes that early attention to the needs of disadvantaged or SEND children can dramatically affect their journey through education and consequently their lifetime opportunities.

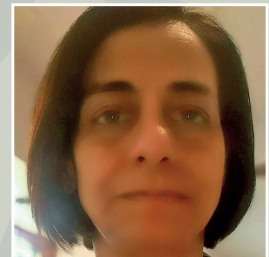
Chris has over 30 years experience in investment management including acting for charities and trusts. He is also a Chartered Fellow of the Chartered Institute of Securities and Investment (Chartered FCSI).



**Nilesh Pandya**

Nilesh has 20 years' experience working in both the voluntary and education sectors in a variety of Finance and Corporate Resources roles. A qualified accountant, he began his career in internal audit working for Barnardo's, before taking on School Business Manager roles across two different Outer London primary schools, as well as running a British Sign Language (BSL) school.

Currently, he is Director of Finance and Operations at Orbis UK, a global NGO raising funds to help eliminate preventable blindness and also holds two additional volunteering roles as a trustee for B&D Giving and Chair of the Finance Committee at a primary school in the London Borough of Redbridge.



**Laleh Laverick**

Laleh is a School Improvement Advisor and currently a Director of Education in a Multi-Academy Trust, with over 25 years of experience. She previously served as an Executive Headteacher, implementing professional supervision practices.

As a National Leader of Education, she has supported various leadership programmes and published articles in educational journals. Laleh contributes to educational research and is passionate about promoting equality and inclusion in education.

*continues over*





### Dr Stephen Hampson

Dr Stephen Hampson has spent his career commercialising new technologies from research-intensive organisations across Europe, Australasia, the Middle East, and the USA. He founded an incubator and investment fund, taking it through to public listing as CEO, with his approach to early-stage incubation gaining international recognition.

Based in the UK, Stephen is Venture Partner at Oxford Capital and co-founder of Numbers Venture Studio, supporting ventures with lasting societal and environmental impact. He also helps universities build their own incubation systems and is currently completing a doctorate at Bayes Business School on sustainable business models.



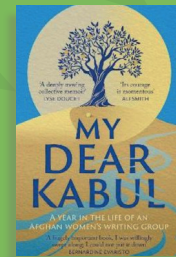
### Dr Sal Jarvis

Sal has spent almost her whole professional life in education working to break down barriers and enable all learners to succeed and thrive on their own terms.

After working with marginalised parents with pre-school age children, she became a primary school teacher and SEND co-ordinator. She later moved into Teacher Education in 2006 and is now Deputy Vice Chancellor Education at the University of Westminster, where most students are from the global majority.

# Book Club

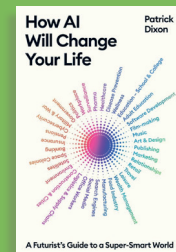
## What our Trustees are reading



**My Dear Kabul:**  
a year in the life of an Afghan Women's writing group  
**Chimamanda Adichie**

A powerful read about female friendship, hope, and humanity in the face of an extreme patriarchal clamp-down. Above all it's a story of collective courage, bravery and resistance: a story and a stark reality we should all support.

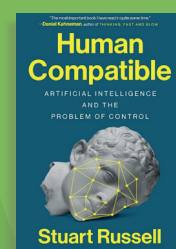
**Rose Durban** | Trustee



**How AI Will Change Your Life:**  
a Futurist's Guide to a Super-Smart World  
**Patrick Dixon**

This book offers an accessible introduction to artificial intelligence, exploring its current applications and potential future impacts across various sectors. It is a general introduction without going into detail. Overall, it serves as a thought-provoking primer on AI's evolving role in our lives.

**Bill Goddard** | Chair of Trustees

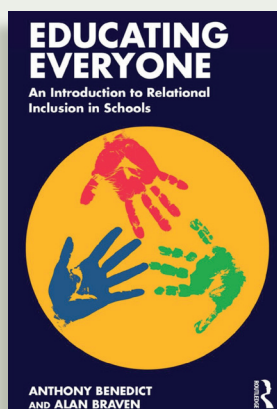


**Human Compatible**  
Artificial Intelligence and the Problem of Control  
**Stuart Russell**

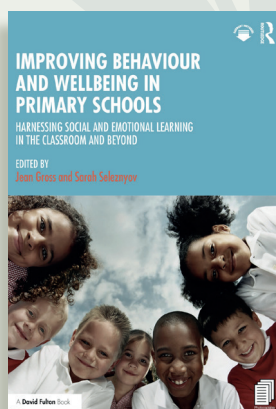
This book discusses the dangers, potential benefits, the technological and human challenges it presents. Russell's book is well written and understandable for the non-technologist.

**Chris Redman** | incoming Trustee

## And not forgetting books that have arisen from Laurel Trust Research Projects...



**Educating Everyone**  
Anthony Benedict  
Alan Braven



**Improving Behaviour and Wellbeing in Primary Schools**  
Editors:  
Jean Gross Sarah Seleznyov



# ...and wave goodbye

It is with regret that we say goodbye to three of our most long-standing Trustees who are sadly leaving The Laurel Trust: Dame Pat Collarbone and Becky Greenhalgh who have been with us since the inception of the Trust and Davinder Jhamat who joined us some six years ago.



**Dame Pat Collarbone**



**Becky Greenhalgh**



**Davinder Jhamat**

Each of them represents a wealth of experience and expertise and have enhanced our work in their own distinctive way. They have been the epitome of professional generosity, giving freely of their time and talents.

They have all particularly enjoyed their visits to schools where they have given wise support and challenge thus ensuring that the research projects fulfilled their aim of improving the educational outcomes and the well-being

of children and people facing disadvantage.

**The Chair and all members of the Board of Trustees send them every best wish for the future. ●**



## Wishing you all a happy summer term

As we close this issue, we wish you all a happy and successful summer term especially the pupils and students sitting SATs and external summer exams. To our new cohort of schools starting their research congratulations and best wishes from the Board of Trustees. Our next edition will appear in late autumn and have a contrasting case study of a vibrant arts-based community project in the Wirral which had heart-warming and widespread impact on both the schools, families and the wider community. **Maggie Roger, outgoing Consultant Director.**