



EBOR ACADEMY TRUST

School Improvement

2025/2626

EXCELLENCE | BELONGING | OPPORTUNITY | RESPECT

School Improvement at Ebor Academy Trust

Ebor Academy Trust Vision

To deliver high quality, rich and engaging education at the heart of our diverse communities.

To do this, we are committed to building professional collaborations of best practice across and beyond the Trust.

In this way, we seek to enable all our learners to flourish and open doors to their best futures.



Context

There are 25 primary schools in Ebor Academy Trust. These include one Primary Special School, one federation and 11 Church Of England schools.

Our schools are in different geographical areas across 4 local authorities and operate in very different contexts, so it's important that our improvement strategy and support for these schools reflects this. We deploy a hybrid model where standardisation and uniqueness work hand-in-hand to ensure that outcomes, school improvement and professional development contribute to making all our schools the best that they can be.

We have been a beacon of best practice in Early Years provision and for many years worked in partnership with Early Excellence to support both our own and schools outside the trust, to develop staff and raise outcomes for our youngest children.

Phonics outcomes have been historically strong. All our schools use one approved systematic synthetic phonics programme - Little Wandle - to ensure effective collaboration in a shared dialogue.

All our schools use a combination of the White Rose maths scheme supported by engagement with the maths hub through teacher research



groups and the NCETM maths mastery approach.

All Ebor schools follow the National Curriculum. Our schools develop their own curricula beyond this, working in collaboration with our academy subject specialists, that reflect their own unique contexts. Underpinning this is a shared understanding of quality teaching through the principles identified in the Early Careers Framework, referred to within the trust as the 'Ebor Teaching Framework'.

We have demonstrated an upward trend in outcomes in reading, writing and maths at both KS1 and KS2 since the trust was formed which is now exceeding national outcomes in an increasing number of areas (three year average); this is set against the backdrop of sponsoring and converting many of our current schools with datasets below national averages. Our shared ambition for all trust schools is to exceed national levels of attainment in all areas after a drop in outcomes at KS2 in 2025. We believe in developing

professional practice to ensure that every child has a great teacher in every classroom. An instructional coaching methodology will be used to support our teachers to be high-quality, effective practitioners.

We are a strategic partner in both the Pathfinder Teaching School Hub and Yorkshire Wolds SCITT and have significant numbers of staff both participating in, and delivering NPQ training across our TSH area.

We are a partner trust in the development and delivery of the Yorkshire 100 initiative to identify and train 100 headteachers, over 5 years, to safeguard leadership succession, with a focus on addressing educational inequality.

We are an accredited apprenticeship provider to all staff within and beyond our trust, this was endorsed by a Good outcome at our recent Ofsted inspection. Programmes are offered for Coaching Professional, Early Educators, teaching assistants and school

business managers. Our system leaders and specialists actively participate in local, regional and national networks to ensure that they are horizon-scanning, progressive and current in their practice.

Ebor schools receive a 'core offer' that ensures they are offering quality provision to the children who attend them. In addition to this a graduated approach is applied to schools in need of support with a range of strategic plans that ensure both accountability and successful development can be achieved; trustees hold executive leaders and headteachers to account through robust, challenging and supportive MAT structures.

Our team of experienced and successful executive headteachers and headteachers assume responsibility for specific strategic areas across the trust which are detailed in this document, and our trust safeguarding and SEND leaders are instrumental in ensuring that every child is safe and has their needs met so that they can achieve well in readiness for the next phase of their education.

The 5 executive headteachers assume various additional responsibilities in the implementation of school improvement and a headteacher leads on all aspects of church school strategy and distinctiveness.

School Improvement at Ebor Academy Trust

Since 2013 the trust has adopted a range of measures to ensure that its schools continue to improve. The original central School Improvement Team (ESIT) was funded through DfE growth funding and at one point numbered 8 FTE staff members who did not have a day-to-day commitment to any specific schools, but rather were deployed to support schools dynamically. As the trust has grown and our schools have improved the school improvement strategy and team has evolved in order to meet the needs of the trust working towards a fully school led and self-improving system. In 2025/26 the number of central school improvement staff total 3.8 FTE covering education, safeguarding/wellbeing and SEND leadership.

Ebor Academy Trust Improvement and Support Strategy

1: Building capacity and expertise in leaders and practitioners – through lead schools, subject specialists, trust boards, Teaching School Hub opportunities, networks and professional learning
2: Ensuring effective and accurate academy-level bespoke

Improvement Plans – that are clear about improvement priorities and key tasks and activities to bring about improvement
3: Ensuring high quality, effective trust-level quality assurance processes – to provide information to trustees and valuable feedback to academies

The Improvement and Support Strategy is grounded in the following rationale;

- 1: Simple and clearly understood by all
- 2: Complex and detailed enough to do the job
- 3: Has accountability and regulation at its heart
- 4: Measures what we value and values what we measure
- 5: Is evidence informed, research rich and values innovation
- 6: Focuses tightly on culture, capacity, capability and commitment

Trust strategic priorities 2025/26

This strategy document links closely with our wider trust priorities identified as Early Years, Community and Wellbeing. Each aspect has a named headteacher and director who links with the aims within each area to the schools, staff and, most importantly, children at the trust. Early Years development is ensured through sharing best-practice

and monitoring the impact of these initiatives. Support for the schools in their work in the communities we serve is lived out through excellent provision in our settings and training for staff to work with parents, carers, wider families and agencies. We actively seek to help build strong communities with schools at the heart of them. Wellbeing is important to us because we recognise that what we want, and need, all children to achieve is dependent upon a fulfilled and supported workforce, alongside secure and happy children. Pivotal to this is a high quality curricular offer that challenges all children to learn more, do more and remember more.

In 2025/26 there is a focus on embedding a shared understanding of quality wave 1 teaching, so that every child across the trust is in receipt of a similar high quality of provision in every class in all our schools. This will be regularly quality assured and lead to improved

outcomes across all phases over a three year average.

Evidence-Informed Practice

The Ebor Academy Trust's school improvement strategy prioritises evidence-informed practices in primary education. This means basing our teaching methods on research that demonstrably improves pupil outcomes. We will utilise Tier 2 interventions, such as Makaton training and Branch Maps, to address the specific needs of all learners, including those with SEND. By drawing on data and proven strategies, we can ensure high-quality, adaptable teaching that fosters progress for every child. This aligns with the Trust's value of promoting effective practices that benefit all children. Use of EEF evaluated strategies will be at the heart of all practice adopted across the trust. New in 2025/26 is a group of schools focused on trialling evidence informed strategies so that effective practice can be rolled out across the trust systematically. This is monitored regularly by the executive heads team and successful practice will be matched to both overall trust strategy.

Director of Education

The DoE maintains an overview of school improvement and strategy and is responsible for outcomes, pedagogical approaches, strategic intervention and the



professional development of senior leaders. The DoE reports directly to the CEO, working in partnership to ensure that all Ebor schools are on a journey of continual improvement within a culture of challenge and support. A key aspect of the role is ensuring that all trust schools live out the highest expectations for all children in all our schools. The Standards Committee holds the Director of Education to account for learning outcomes and progress and attainment data throughout the trust.

Executive headteachers

Executive headteachers have responsibility and accountability for a quality assurance overview of the curriculum and outcomes in the schools they are attached to formally. Some EHTs also support schools in a bespoke manner. Their role is to support and challenge senior leaders and teachers to ensure practice is of high quality and consequently outcomes are strong and improving. They also have overall responsibility for curricular development in their schools.

Headteachers in Lead Schools - Phonics, Early Years, Reading, Writing, Maths, Subject Leadership, Assessment and Church Schools

Headteachers are the implementers of school improvement at Ebor. They

inform and shape strategic decision-making and then turn strategic plans into a reality. Identified schools have responsibility for a variety of specific areas of school improvement and they work in close partnership with the DoE to ensure the system is effective. Ebor heads work across schools and hubs to ensure that best-practice is shared, evaluated and adapted so that each school thrives within the trust.

Teaching and learning leads

These teachers have been nominated by headteachers to lead the development of wave 1 teaching using the Ebor Teaching Framework. They regularly meet to discuss and develop practice in all our schools. A key part of their role is to adapt practice according to their own contexts while developing, sustaining and maintaining quality first teaching in an environment of shared understanding of what quality looks like across all Ebor schools. They are key drivers in school improvement at Ebor Academy Trust and their effectiveness will be evidenced in enhanced quality first teaching and, most importantly, improved outcomes for all children. Sitting within this is our absolute commitment to ensure all children in receipt of the Pupil Premium will rapidly close attainment gaps with their peers.



School Improvement at Ebor Academy Trust

Lead Schools - Phonics, Early Years, Reading, Writing, Maths and Subject Leadership

Ebor Academy Trust recognises that a school-led system is the best way to bring about rapid and sustained improvements across the wider system and in particular our trust. To this end schools have been identified to offer support and advice, through brokering by the CEO, Director of Education and Executive Headteachers, to other schools in the trust in need of support - this can and will include identified supporting schools according to their needs. All our schools have expertise to offer - our ethos is equitable, professional and respectful.

Specialist Practitioners - subject specialists identified in an area of strategic need across the trust

Lead practitioners are school based but work across the trust in subjects that have been identified as priorities for development. In 2025/26 these subjects are identified as computing and DT. Lead practitioners run subject network days and are deployed to support schools either by request or as a recommendation derived from quality assurance processes. The majority of their work is in showcasing their practice in their own settings but they are deployed to other schools as necessary.

Church School Leadership

Our trust is a mixed MAT and we value and benefit from this status. To recognise the importance of our church schools we appoint an Ebor headteacher from a successful church school to have an overview of our group of church schools. They report back to trustees on the efficacy of our church schools, run a professional community group and help prepare schools for SIAMs inspections. Liaison with the diocese is a key part of their role.



Disadvantaged Strategy

We recognise that equity of opportunity is vital in our aim to all our learners to flourish and open doors to their best futures alongside a recognition of the long term effects of the Covid-19 pandemic. To support this we have identified practitioners to lead the strategic and operational application of PiXL to close attainment gaps. A 'barriers to learning' screening process lies at the heart of supporting schools to ensure all disadvantaged learners achieve their best and leave our schools

with enhanced life chances. However we recognise that first and foremost quality wave 1 teaching is the key to closing attainment gaps in our schools.

In addition and in support of the barriers work undertaken in our schools, bespoke support is targeted towards schools with large attainment gaps to ensure that disadvantaged children make rapid and sustained progress.

SEND strategy

We believe that all our curricula must enable effective learning for all of our children. If the curriculum works for SEND children, it works for everyone. Our trust SEND lead has responsibility for the strategic overview of provision, sharing best-practice, maintaining an overview of the hub SEND leaders and advising all professionals in the trust. There is a strong link to our special provision school - Hob Moor Oaks Primary Academy - where leading practice is developed, shared and promoted across the trust and to the wider professional community. Early Years SEND provision is a key focus in the academic year because we recognise the increasing level of need in our schools. We have additional specialist knowledge in our Enhanced Mainstream Provision which influences proactivity around speech and language and autism support.

Additional professional learning and networks

Half-termly headteacher networks provide the opportunity to ensure that our heads help shape school improvement strategy meaningfully. Research based practice is discussed and promoted with case studies used to exemplify successful improvement across the trust and in the wider sector.

Headteachers and the central education team receive independent coaching from a number of different professionals to help maintain their wellbeing and reflective practice.

Ensuring effective and sustainable school-level improvement

Quality assurance

Each school is responsible for its own improvement priorities; the strategic direction of the school is supported and monitored by extensive and effective QA systems that ensure that priorities are strategically correct, measurable and lead to effective improvement. Schools receive three visits per year in addition to the Ebor review, to ensure progress against agreed priorities, identify support and evaluate the effectiveness of leaders' actions.

Ebor Reviews

Each school receives an 'Ebor Review' where a team of



professionals including the Director of Education, Ebor headteacher peers, trust SEND and safeguarding leaders and external heads, DoE and CEO level professionals validate the accuracy of school self-evaluation and effectiveness of school improvement initiatives.

Trustees Standards Committee

Quality assurance is reported to the Board of Trustees via the Standards Committee. The committee meets on a termly basis and holds the school improvement team to account, celebrating successes and challenging any areas of underperformance. Trustees receive a full data set each cycle along with the Ebor Dashboard which RAG rates all our schools against data, review outcomes,

QA waypoints, target setting, leadership competence and capacity and the quality of the curriculum.

Schools causing concern

If a school is identified as requiring support through external review, our quality assurance systems or data drop a 100 day plan is implemented. This is drawn up in consultation with the school by our director of education and identifies areas for improvement and clearly identified intended impact. It is reviewed after 25, 50 and 75 days and reported on when the plan concludes. Progress against the 100 day plans is reported back to The Standards Committee. Schools in this category will receive a monthly focused whole school review as part of the package of support, led by the Director of Education

or an Exec HT who has not supported the school.

School-led improvement

We believe that school improvement has serving classroom practitioners at its heart. To this end we partner schools to work together to support and develop practice; strong schools lead the partnerships and broker support under the overview of the Director of Education. A team teaching model is central to the strategy.

Safeguarding Strategy

We believe safeguarding is foundational to our mission, deeply embedded in our values, and driven by a commitment to every child's safety, well-being, and long-term sense of belonging. We foster a proactive culture of vigilance through robust policies, continuous training for our staff, and collaborative partnerships with key protection agencies. Our systems ensure all concerns are addressed swiftly and effectively. This comprehensive approach empowers children with resilience and equips them to thrive academically and socially, advocating for their life chances and fostering their full potential. Ultimately, our unwavering dedication to safeguarding creates secure, inclusive communities where children feel valued, respected, and prepared to contribute positively to society.

School Improvement at Ebor Academy Trust

Support Partnerships - to develop aspects identified by QA and data intelligence

Lead Schools	Partner Schools	Exec HT leading
RWPA and Tockwith	Lakeside	Donna Bedford
Haxby Road, Osbaldwick and Park Grove	Hob Moor Community, Brotherto	Laura Robinson
All Saints and Filey Infants	Braeburn	Laura Jackson
Riston and Sigglesothorne and Sproatley	Sherburn and Luttons	Jenny Marsden
Alderman Cogan and Marfleet	Patrington, Easington and Staynor Hall	Vicki Shaw

Other Partnerships - to enable professional development at scale

Action research schools	Lead by	Church Schools	Lead by	Small Schools	Lead by
Hob Moor Oaks, Brotherton, Camblesforth and Tadcaster - to trial evidence-informed strategies	Dave Barber	Alderman Cogan’s, Sherburn, Filey Infants, Tockwith, All Saints, Sproatley, Sigglesothorne, Riston, Patrington, Easington	Justin Reeve	Riston, Sigglesothorne, Easington, Sherburn, Luttons. Tadcaster, Camblesforth, Sproatley	Jenny Marsden

School Improvement in 2025/26

The Overview grid below provides further detail on our school-led improvement system and a reduction in centrally employed staff compared to previous academic years who focus on school improvement. The centrally deployed team will consist of 3.8 FTE (Director of Education, Trust Safeguarding and Wellbeing Lead and Trust SEND Lead and a day’s deployable support from our trust Special School to support with specific areas of high need).



Our strategy centres on support provided by schools, for schools. A combination of partner schools, specialist leaders and executive headteachers compliment our central team to deliver bespoke and responsive support so that all our schools are strong. We will know how successful this has been by undertaking regular reviews, data analysis and external validation processes.

Aspect	Remit	Cost/budget
DoE	Overall SI strat	
EY - Lead school - Brotherton and Byram Lead practitioner - Ryan Unwin Phonics - Lead school - Filey Infants	Overview of Hubs; Moderation; Best practice; Assessment	£5k - non-contact, support, training
Phonics - Lead school - Filey Infants	TRG overview; Best practice; Liaison with Eng; Hub; Overview of hubs; Assessment	£1k - 4 days
Y6 - Jon Dear	Y6 network; Moderation; Hubs overview; Assessment	£2.5k - 10 days
Y5 - Ben Rogers	Y5 network; Moderation; Hubs overview Assessment	£1.5k - 6 days
Church School leadership - Justin Reeve - Tockwith	Overview of church schools - QA, support, diocesan link and SIAMS support	£1.5k - PD allowance £0.5k - 2 days
Reading - Lead school - Park Grove	Reading strategy and standards in KS1 and KS2 Support visits	£1.5k - 6 days Further support is charged
Writing - Lead school - Riston and Sigglesworth	Writing strategy and standards in KS1 and KS2 Support visits; Moderation; National writing framework response	£5k - non-contact, support, training
Maths - Lead school - RWPA	Maths strategy and standards in KS1 and KS2 (linked to maths hub lead role); Support visits	£1.5k - 6 days
Computing - Lead practitioner Subject leadership development; wider curriculum - JRK	Network; Best practice; AI strategy	£2.5k - 10 days
DT - Lead practitioner - Subject leadership development; wider curriculum - Jemma Gilmour	Network; Best practice; Focused development in identified schools	£1.5k - 6 days
Subject leadership/curriculum - Lead school - All Saints'	Best practice; Overview of science computing/MfL LPs; Response to curriculum review	£2.5k - non-contact, support, training
SEND/Inclusive practice lead school - Haxby Road/HMO	Best practice	£5k - non-contact, support, training
SEND trust lead - DM - 0.8 FTE SEND expert support - SM - 0.2 FTE	Strategic overview and operational support	£15k
Assessment and barriers to learning - VS	PiXL and Insight support Gap-closing support	£1k - non-contact, support, training
Safeguarding trust lead - RMCG	Strategic overview and opp support	
Assessment and barriers to learning - VS	PiXL and Insight support Gap-closing support	
PSHE lead school - Staynor Hall	Subject and PD support for schools	£1k - 4 days
AHT/DHT group	Headteachers, EHTs and the DoE will lead bespoke sessions to support senior leaders in the effective undertaking of their roles.	£2k
Exec HT model	QA, trust objectives, mentoring, coaching	

