



EBOR ACADEMY TRUST

Annual Report

December 2024 - December 2025

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FORWARD

Serving as an anchor for our schools



Gail Brown
Chief Executive Officer

It is with immense pride and optimism that I present this Annual Report for Ebor Academy Trust, a publication that reflects the dedication and collective achievements across our 25 unique schools and the communities they serve over the past year.

Our Trust is united by four values that guide our decisions and interactions on a daily, weekly and annual basis: Excellence, Belonging, Opportunity and Respect. We have a firm recognition and respect for our contrasting contexts and we aim to serve as an anchor for the 25 communities we belong to, delivering life-changing education to every child in partnership with our families and neighbours.

There is no doubt, along with many other frontline and public sector services, our resources are stretched - but looking back, we navigated complex challenges with resilience and we continued to significantly develop our people and infrastructure to strengthen our mission to achieve the best for our children. We welcomed new children and staff, celebrated successes, and witnessed professional growth within our teams along with a wider consultation for a prospective merger with Nexus multi academy trust to increase expertise and also provide longer term resilience.

This report is a testament to the collective strength of the Ebor community. I wish to extend my deepest gratitude to our volunteer governors and trustees, but equally to the parents, carers, and local partners whose active involvement makes our work possible. Your support of our values and your dedication to the vision of Ebor is the true engine driving our progress. We are not just educating individuals; we are investing in the future fabric of our 25 communities.

As we look within and forward to the new academic year, we are energised to build upon this strong foundation, deepening our commitment to our values and continuing our journey together.



Debbie Clinton
Chair of Trustees

"The future belongs to young people with an education and the imagination to create."

Barack Obama – President of the United States of America, 2009-2017

I am excited to welcome you to another Ebor Annual Report. As always, this report excites, inspires, and makes me beam with pride. It is a fitting testament to all those who work and learn in our family of schools.

The challenges in education remain very real: from continued financial pressures across all schools; to the inevitable anxiety around new education national policy and practise; to the ongoing difficulties in capacity faced by our partner colleagues in health, social care, and other linked sectors.

Unsurprisingly, our colleagues and pupils have, yet again, risen to these demands and met them head on! In this report you will see so many wonderful things to celebrate: more schools and communities continue to join our family; yet more super schools' inspection outcomes (Ofsted and SIAMS); to some powerful external results in many of our schools and much, much more. Our children and colleagues have so much to be very proud of.

However, among the many reasons I have as a proud Chair of our trust, I know that we remain firmly focused on the whole child. We want of all our children yes, to be as highly, formally educated as possible (that is our core business); but we also want to see our children fulfilled, happy, excited by their futures, compassionate, loyal, hardworking and aware of the absolute richness of all that life can bring. This is the stuff, the bread and butter, of an Ebor education.

My 'broken record' belief, which I repeat incessantly, is that there is nothing more important to the future of any society than the education and broader wellbeing of its young people. When we get this right, we know societies flourish – and Barack Obama absolutely understands this.

I am proud to support all our wonderful schools in securing a bright, optimistic future for our children. Thank you to them all for another powerful academic year.

Pull up a chair and enjoy this inspiring read!



This page: Marfleet
Front cover: Hob Moor Primary

5 TINY STEPS

We have doubled our provision for two year olds within the school environment from three to six settings - in line with DfE's new funding model and plan to expand this out to more schools in the year ahead.



6 SCHOOL BUSES

100% GOOD IN ALL AREAS*



This year Osbaldwick and Braeburn improved to achieve at least a 'Good' in all areas rating under the new five key area model. Filey, Sigglesworth and Staynor Hall successfully maintained their rating.

*All schools that have been inspected are now Good in all areas.

SCARBOROUGH



25 PRIMARY SCHOOLS

We are a mixed Trust comprising both Community and Church schools, small village schools, large urban schools, some in challenging circumstances and others with capacity to provide support. Two schools have Enhanced Resource Provision (ERP) and one school provides dedicated specialist education.

We operate across four local authorities in geographic hubs in York, Selby, on the Yorkshire Coast. and in Hull and the East Riding of Yorkshire.

SELBY

HULL

££££££££££
44.7M

WWW.EBORACADEMYTRUST.CO.UK



5,102 PUPILS

4,700 School pupils (Oct 25)
402 Nursery pupils (Oct 25)
1,304 Pupils on pupil premium
109 Service children
339 Children with EHCP
531,000 free school meals P.A.



17 FOREST SCHOOLS

Our schools understand the importance of outdoor learning, we also have:
3 Sensory areas
1 Wildlife space
1 Urban buzz garden



££££££££££
56.4M

EXCELLENCE BELONGING OPPORTUNITY RESPECT



179 GOVERNORS TRUSTEES MEMBERS

163 School Governors
11 Trustees
5 Members



994 STAFF

310 Teachers
684 Support staff
£32,000,000 Annual staff spend



5 LONDON TRIPS



9 YOUNG VOICES

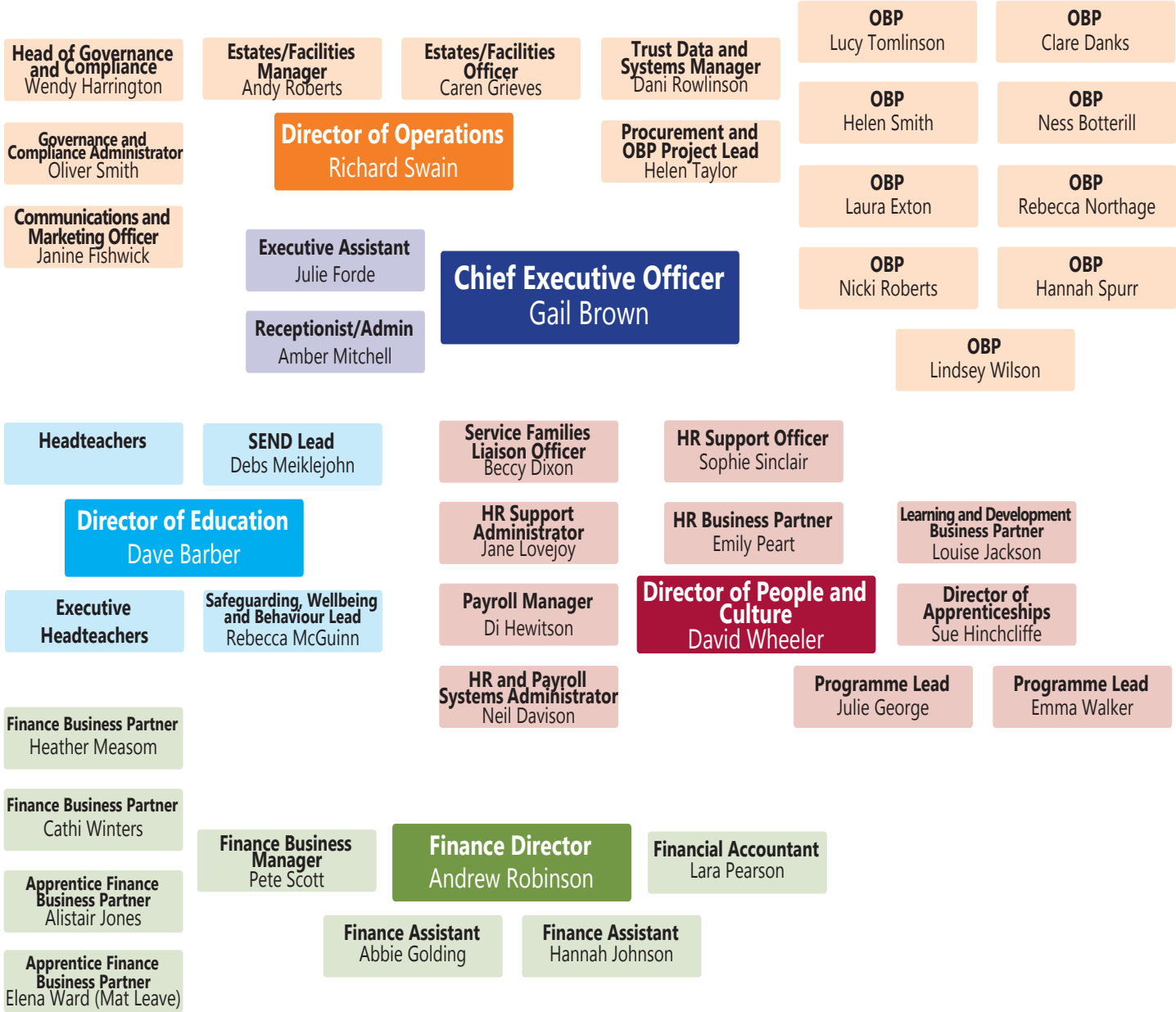
11 YORKSHIRE DANCERS



5 SCHOOL DOGS

CENTRAL SUPPORT TEAM

Organisation chart from December 2025



PEOPLE AND CULTURE

2024/25 - The year of our people

David Wheeler
Director of People and Culture

Following our 10th birthday, we placed renewed focus on investing in colleagues across the Trust. This academic year launched our people strategy, and our early achievements have set a strong foundation for the years ahead.

We began with an all-staff event at the York Barbican, where we introduced the aims of the strategy and shared our plans to make Ebor an even better place to work.



Our proudest moments this year include:

Enhanced Staff Benefits:
Our benefits platform was refreshed to support all life stages, with continued focus on easing pressures during challenging economic times.

Improved Staff Engagement:
A new needs-based engagement tool increased participation from 33% to 90%, giving leaders meaningful insights, to enhance their teams' experience.

Structured Development Reviews:
A reimagined appraisal process now supports future-focused, developmental conversations between staff and managers.

Clear Career Pathways:
Defined routes now guide colleagues from entry-level roles, such as Teaching Assistant, through to leadership positions like Head Teacher.

Collaborative Employee Relations:
Our work with unions was reshaped to ensure fair, transparent consultation and positive outcomes.

Fairer, Simpler Policies:
After extensive development and consultation, a new People Policy suite was launched with a clear focus on action, outcomes, and support.

Online HR Information:
Staff and leaders now have instant access to key HR information, policies, guidance, and external resources.

Gender Pay Gap Improvement:
With a predominantly female workforce, we achieved a 4.59% improvement in our median gender pay gap.

Meaningful People Measures:
A new set of people metrics now helps ensure our schools remain aligned to organisational goals and our people strategy.

Merger update

The consultation period of the proposed merger between Ebor Academy Trust and Nexus Multi Academy Trust has concluded and both Boards of Trustees have assessed the findings.

Combining our Trusts would give us a unique opportunity to maximise the expertise from both organisations.

We are not proposing any changes to how our schools function on a day-to-day basis, however, in the future, we may align some systems, policies and processes to make things as efficient as possible.

Our main concern is that this course of action benefits our learners, is in keeping with the values, ethos and strategic objectives of both Trusts and that staff continue to feel secure in their roles.

Osballdwick's winning MSA team



Osballdwick's mid-day supervisors for the early years' setting are our top performing 'Better Place to Work' team for the last two years.

Better Place to Work is our MAT wide diagnostic tool for fostering employee engagement, shared goals and a positive work environment.

Two team members, Carol Eastaugh and Sue Gillon are seen here with David Wheeler and Brian Bakeburg from Better Place to Work.

"We're a small team and we get on really well together."

Carol Eastaugh - Lead MSA (EYFS)

OUR VALUES



Excellence

We recognise that all those who are part of Ebor, whether adult or child, will be supported to achieve excellence in all they do.

Belonging

We act as one organisation and are responsible for supporting each other to achieve the best we can, welcoming the opportunity for growth when appropriate.

Opportunity

We provide learning that is motivating and engaging, releasing a child’s curiosity and creativity. We provide career pathways for the adults in our organisation so that everyone can achieve and fulfil their potential.

Respect

We acknowledge and celebrate that all people are different and can play a role in the Ebor family whatever their background. We celebrate the diversity within our localities and the unique characteristics within each setting.

OUR VISION

Our vision is 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.

TRUST PRIORITIES

2025 saw many successes in our school improvement model

David Barber
Director of Education

Data in EYFS, phonics, the multiplication tables check and JS2 writing was maintained at national levels or above. There is still work to do on our KS2 RWM combined data to improve it further. To this end school improvement is focused on raising outcomes in KS2 and most especially on the attainment of children in receipt of the Pupil Premium.

Initiatives include the use of Steplab to

support the development of teaching and learning, alongside the continued use of PiXL interventions and tight tracking of progress and attainment.

Last year a significant milestone was reached when all our schools - with the exception of Sherburn and Luttons which are without classification - were graded as ‘Good’ or better in Ofsted terms. This is a real achievement for all of us and shows the powerful impact we have on the quality of education for all our children.

Our team of school improvement

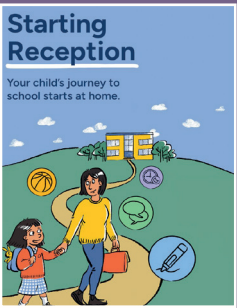
professionals, drawn primarily from our settings, is strong and committed - we believe passionately in our school-led system and we have supported other trusts in developing their own models, based on our experiences. Practitioners are at the heart of all we do at Ebor AT and we are rightly proud of our co-created and maintained model.

Professional growth is strong within the trust and this commitment to our staff development will lead to even more success as we move through 2025/26.

Early Years Staff Development Day

The feedback from this event organised for our EYFS staff was heartening to see after months of planning.

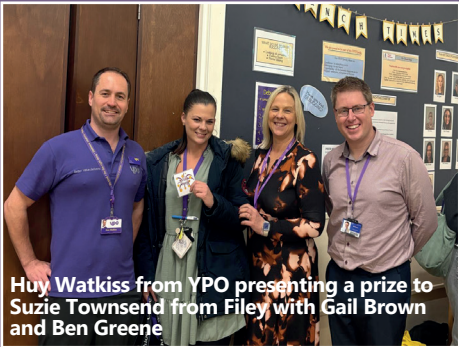
We brought together every member of our EYFS staff from across the Trust to Robert Wilkinson in Strensall, to celebrate and acknowledge the immense value of their daily work. Their job is not just cherished by colleagues, it is fundamental in directly shaping the next generation and supporting every family in our communities. Quite a responsibility!



A better expert could not have been picked as guest speaker to capture the attention and motivate quite as much as Felicity did with her refreshingly simple, common-sense theories about school readiness. From the excited comments of the numerous people on the day, the enthusiasm for what she had to say was widely shared.

“Just a brilliant day thank you so much.”

Braebun EYFS staff



What do you get when you put 180+ colleagues (all staff who work with 2, 3, 4, 5 yr olds, plus headteachers) together talking about EYFS? Passion, dedication, care, laughter, aspiration, excellence - the list goes on.

We heard talks from Felicity Gillespie of Kindred Squared, our own Director of Education David Barber and our Early Years Lead (and Headteacher of Brotherton & Byram) Ben Greene.

How proud also to have had so many of our own colleagues sharing best practice and inspiring each other.



Felicity Gillespie from Kindred Squared

EARLY YEARS

A cornerstone of our mission

Ben Greene
Early Years Lead

The Early Years Foundation Stage (EYFS) continues to be a cornerstone the Trust’s mission, providing the crucial early foundations necessary for lifelong success. This year, our strategic focus has been centered on early intervention and strengthening our partnership with families to maximize impact, particularly for our most vulnerable learners.

Research tells us that early intervention is key to improving early life chances. To action this commitment, we have significantly expanded our provision for two-year-olds across the Trust with new Tiny Step’s settings. This expansion was supported by the collaborative development of a new EBOR Trust



two-year-old practitioner guidance, developed in partnership with our dedicated teachers, headteachers, and EYFS practitioners. This guidance equips, supports, and resources settings to deliver high-quality provision in this vital area. Furthermore, acknowledging the findings of Kindred Squared’s research highlighting the importance

of school readiness, we have made substantial resources available to all schools. These materials, shared both online and in person, are designed to empower parents with the knowledge and tools necessary for getting their child ready for school, thereby ensuring smoother transitions into Reception.

As part of our commitment to deep partnership working with parents and the wider community, we have also increased our highly valued Boromi play libraries. We now operate these successful resource libraries in seven settings across the Trust, enhancing play opportunities not only within EYFS classrooms but also through dedicated Stay & Play groups for pre-school children.

This proactive approach ensures that every child within EBOR Academy Trust has the best possible start.



New Tiny Steps at Alderman Cogan

OUR SEND PROVISION

Belonging - Developing inclusion for all

Debs Meiklejohn
SEND Lead

This year, we have further developed links with our specialist settings to build capacity and expertise for special educational needs and disabilities (SEND) in our mainstream schools. Our tiered offer of support for SEND includes universal training, bespoke in school support, outreach and virtual clinics. We have seen schools grow in knowledge and expertise across the four broad areas of need and schools can access the right support at the right time for learners. This compliments support available from external agencies we partner with to access advice and support.

Training with Whole School SEND
With an ongoing focus of inclusive and adaptive practice across our schools, teachers have accessed training led by Whole School SEND. Participants were also given the opportunity to lead a

small, action research project within their own school to enhance adaptive teaching and inclusive curriculums.

Total Communication
We have continued to develop total communication and early intervention in schools. Both Lakeside and Osbaldwick have achieved communication friendly status



following ELKLAN training. Schools in Ebor embed visual supports and total communication approaches to ensure all our learners can access the curriculum. We also offer Makaton training for staff as part of our trust core offer for SEND.

PINS Project
Several Ebor schools have taken part in the PINS project, a national

programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools to help shape SEND provision, and strengthen partnerships with parents and carers. We are grateful to the trainers who visited school to train staff teams and share their experiences.

Asthma-Friendly Schools Award
Hob Moor Primary Academy and Hob Moor Oaks are working towards becoming asthma-friendly schools. This is a part of a national incentive to support schools to create safe and inclusive environments for learners with asthma. They were awarded this status after completing a training programme.

Allergy Team UK
Every Ebor school now has a designated allergy lead who leads on promoting allergy awareness and best practice in school with training from the Allergy Team UK.

Lakeside and Haxby Road are ADHD friendly schools

Lucy and Helen with Lizzie Richards

The ADHD Foundation - The Neurodiversity Charity, recognise schools that have committed to making their school a safe, nurturing, welcoming and exciting places, in which all learners with ADHD can achieve their academic potential. In 2024 they awarded Haxby Road and Lakeside this certificate, which gives them official recognition for the additional support they identified and provided.

"We are delighted to be awarded the ADHD Friendly School Award because it recognises and celebrates Lakeside's commitment to creating an inclusive and supportive environment for students with ADHD. The award helps to raise awareness about ADHD and promotes

a better understanding of the condition among the entire school community, including students, parents, and staff. This can help to reduce stigma and create a more inclusive and accepting environment for students with ADHD."

Helen Hayes Smith - Headteacher, Lakeside ERP

"We are thrilled to have achieved the ADHD Friendly School award. Neuro affirming approaches are at the heart of our practice at the ERP and we are proud to have been recognised for this. Special mention to Rachael Thomas, one of our specialist teachers, for collecting all the evidence for this award."

Lucy Battersby - Headteacher, Haxby Road ERP



GOVERNANCE

Fostering togetherness as the trust moves forward

Wendy Harrington
Head of Governance and Compliance

The Milner Hotel in York was the venue for the first joint governance session for Ebor Academy Trust’s Trustees and Chairs of Governors. The event took place in the summer term of 2025 and successfully united two tiers of Ebor’s governance and fostered a sense of togetherness as the trust moves forward.

Governors and trustees travelled from across Yorkshire and Humberside to be at the event, where attendees reviewed the trust’s key strategic priorities, celebrated successes, and identified areas for future focus. Discussions reviewed a productive year, highlighting achievements such as positive Ofsted inspections, and steps taken towards the Trust’s long-term financial viability.

A central focus was Ebor’s future



planning, including the detailed assessment of the potential academisation of St Andrews and the significant progress towards the proposed merger with NEXUS Academy Trust.

Governors and trustees welcomed the Keynote speaker, Leora Cruddas (CEO of The Confederation of School Trusts - CST) to discuss the ‘State of the Nation’ in education. Leora also led a pivotal discussion on “Flourishing

Together,” covering how to achieve flourishing for children, the workforce, and schools.

Attendees worked in groups to discuss key priorities in schools, including: Community, Early Years, and Pupil Wellbeing. Groups felt that regularly engaging with parents and the community helped schools and pupils make the most of their opportunities and created new ones. It was agreed that starting intervention and support early, was a vital proponent of success and to achieve the most for our children there needs to be a focus on pupil wellbeing.

The event reinforced the shared vision that everything done by the Trust is for the young people it serves. Collaboration at this level is critical for preparing for the future, defining the Trust’s destiny, and enabling proactive innovation to serve its communities. Governors present voiced their confidence in the strategic decisions the board would make.

OUR CHURCH SCHOOLS

A positive year of SIAMS inspections

Justin Reeve
Church Schools Lead

We are fortunate to have 11 fantastic Church schools across the trust who collaboratively work together to ensure the children live out their own deeply rooted Christian vision which entwines with the Ebor values. The schools support each other effectively which is further enhanced through our partnership with the Diocese of York. Each school has a bespoke improvement schedule, but they also work together in our ‘Leaders together’ visits to each other’s schools.

From 2024 - 25 seven of our 11 Church schools had a Statutory Inspection of Anglican and Methodist schools (SIAMs). These are approximately every 5 years and evaluate whether,



‘Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.’

It is fantastic to report that is positively the case in all of our Church schools.

Each school has a distinct Christian vision, rooted in the Bible and supported by the Trust network.

‘The Ebor Academy Trust provides access to a rich resource of expertise in local schools. There are support networks for each role. This reinforces the school’s vision and promotes the goals of belonging and excellence.’

Ebor Trustee wins ‘Volunteer of the Year’



Join us in congratulating Chris Chambers for his charity work, as he is named as one of the winners of of ‘The Press Community Pride Awards 2025’

Chris, who has been one of our Trustees since 2014, became ‘Volunteer of the Year’ for his selfless commitment to the York Neighbours charity which organises support to ease loneliness and prolong independent lifestyles for older residents.

The Community Pride awards celebrate the unsung heroes working for good throughout York.

“Their stories will lift you up. Our finalists are the best that York has to offer.”

York Press



SIAMS inspection comments 2024 - 25

Easington

Motivated by the aspirational and inclusive Christian vision, leaders foster a sense of community at all levels. The nurturing culture enables pupils and adults to flourish.

Patrington

The inspiring Christian vision is lived out in relationships across all activities of the school. It guides the work of leaders, including the governing board and academy trust, enabling adults and pupils to flourish.

Sproately

Positive relationships form the beating heart of

the school. A strong focus on inclusion and nurture results in the flourishing of pupils, staff, and families.

Filey Infants

Inspired by the vision the school provides rich experiences for pupils and adults within their community. These enable them to thrive academically and spiritually.

Sigglethorne

This is a welcoming, nurturing school in which pupils, staff and families are known, cared for, and treated well. The school, in turn, benefits from the broad, focussed and

highly effective support of the Ebor Academy Trust.

Tockwith

Collective worship is a joyful part of the school day, highly appreciated by children and staff. It offers meaningful moments of reflection which enhance spiritual growth.

All Saints Juniors

A culture of opportunity driven by leaders at All Saints’ ensures staff have the tools to succeed in their roles. This, in turn, inspires pupils to take pride in themselves, their school and the wider community.

COMMUNITY AND CIVIC PARTNERSHIPS

Building a powerful pipeline:
Ebor's commitment to Cradle to Career

Richard Swain
Director of Operations

Ebor Academy Trust has deepened its commitment to the Community this year through a ground-breaking partnership with The Reach Foundation, embedding their Cradle to Career (C2C) model across the Trust. This strategic engagement acknowledges the crucial insight that "Great schools are necessary but not sufficient," seeking to achieve system change through locally-rooted action.

This framework is now delivering coherence across our core Trust Priorities, linking Community, Early Years, and Mental Health/Wellbeing.

This commitment starts at the top, with Richard Swain and Exec Head, Vicki Shaw, leading our Trust Community priority by enrolling on the two-year C2C Leadership Programme.

Richard Swain coordinates this portfolio of work for Ebor.

"It's truly inspiring to see so many committed professionals working together to meet the real challenges we face in the sector, and even more encouraging to know that Ebor staff are at the centre of making a difference by being immersed in this best practice."



Additionally, seven other key school and Trust staff are signed up for C2C threads focused on 'Strengthening Relationships', 'Local System Cohesion', and 'Educational Cohesion'. The introduction of the new Community Network Lead role in schools will sustain this at

ground level through asset mapping, careful listening to family needs, and establishing school community hubs.

This intentional, relational approach enables our schools to act as trusted, anchor institutions, directly equipping parents with practical skills and support networks. This engagement reduces non-academic barriers and allows teachers to focus on delivering high-quality Wave One teaching, reinforcing our commitment to educational excellence.

Furthermore, Ebor staff are actively participating in Reach's wider suite of professional development programmes. Leaders are engaged in the Yorkshire 100 school leadership programme, focused on nurturing future leaders. Simultaneously, pastoral teams are enrolled in Power Up Pastoral, developing expertise in relationships-centred practice with children, families, and communities.

Riston enjoys a brand new sensory area



Riston accessed funding through the Local Authority to create a well resourced, outdoor sensory space that supports all pupils in the school, including those with additional needs. This space can be enjoyed by all during play times and used to support the learning of some.

Luttons development of new community hall

Ebor secured funding for a new school hall and community space to replace the old hall that had become unfit for use, creating an asset for the whole of this small rural community.

It will be built to the highest standards, in keeping with the scenic woodland location, incorporating sustainable features such as solar panels, a heat pump and wood cladding.

JP developers have worked with the children over many lessons to teach them building skills.



Tadcaster's new wraparound care renovation



Tadcaster secured funding to revamp a tired classroom turning it into a cosy, colourful space for breakfast and after school clubs.

The updated facility now has a brand new kitchen area and reading corner. There are tables for working and making with a TV screen and a broad range of activities, there is also a separate area for games or quiet time.

YORKSHIRE 100

Nurturing 100 school leaders for Yorkshire

Over the Easter holidays Hannah Stubbs of Filey, Amy Hunter of Braeburn, Michaela Chalk of Braeburn and Laura Moyse of Hob Moor Oaks took part in a study tour to New York City as part of the Yorkshire 100 leadership programme.

Amy's experience

We visited a mix of schools across New York City - including uncommon, charter, and public institutions - in a city long recognised as a centre for educational reform.

Since the early 2000s, New York has operated as a real-time laboratory for educational change. A core strategy during this period was to position certain schools as the engine of transformation and the principal as the key change agent. Greater autonomy was granted to schools, balanced by strong accountability for student outcomes. This represented a major shift from decades of centralised control and opened the door to bold systemic innovation.

We observed how earlier reforms continue to be applied and refined in areas such as timetabling, curriculum development, pedagogy, assessment, and teacher training. We also saw how the scope of innovation has evolved to meet emerging challenges.

Schools are now increasingly focused on supporting student mental health, promoting inclusivity, and belonging, amplifying student voice, and redefining success in ways that extend beyond university entry and completion.

The aim of of this programme is to identify and nurture 100 future school leaders, and to create the conditions for them to initiate systems-level change through local action.

It develops three core leadership competencies:

- 1. Embedding strong trusting relationships.
- 2. Creating and sustaining a culture of excellence.
- 3. Recruiting and developing great teachers.



Laura Moyse

Laura's experience:

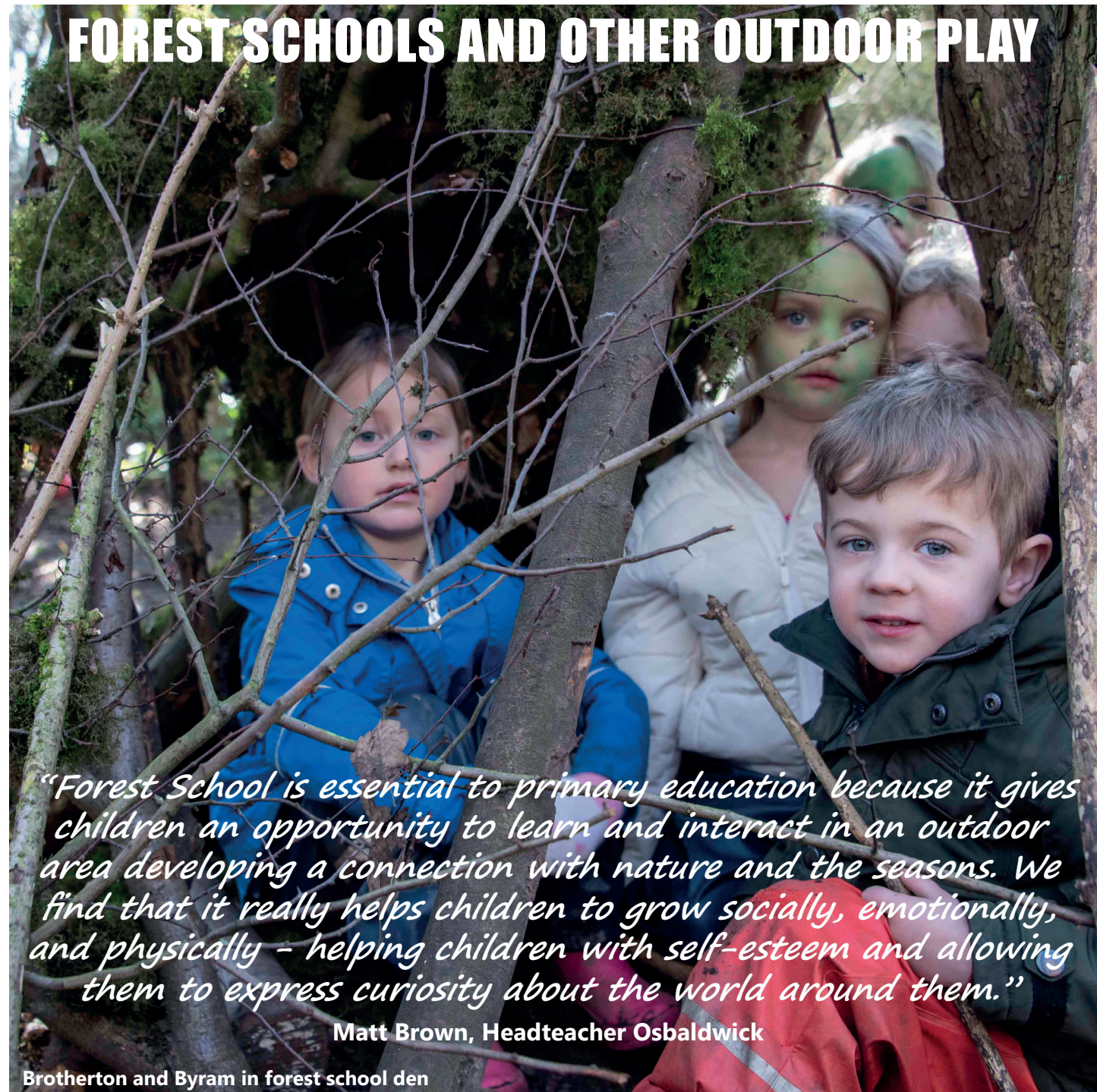
Throughout the course I have had the opportunity to visit and meet inspiring leaders in education and schools/ academies who have been on transformative journeys. New York was a once in a lifetime opportunity for me.

We visited a range of schools and were welcomed so warmly by all. They allowed us to meet with leaders to discuss how they have lead change in their school and meet and talk to pupils. I have also made connections with the staff in the NYC school to build international connections. We worked together and individually to put into practice what we had learnt in presenting our own school visions at a conference centre on Wall Street!

What has truly stood out for me whilst on the NYC trip and the Yorks 100 is the blend of theoretical learning with real life experiences, in a real collaborative environment. I feel significantly more prepared and confident in my ability to lead in my school, drive improvement, and ultimately make a tangible difference in the lives of pupils and staff at HMO.

I am finding it to be an incredibly insightful and practical experience. The course has not only broadened my understanding of what effective headship entails but has also provided me with strategies and tools that I can apply in my own school. I have had the opportunity to network with likeminded aspiring headteachers and share experiences as well as learning together.

FOREST SCHOOLS AND OTHER OUTDOOR PLAY



"Forest School is essential to primary education because it gives children an opportunity to learn and interact in an outdoor area developing a connection with nature and the seasons. We find that it really helps children to grow socially, emotionally, and physically – helping children with self-esteem and allowing them to express curiosity about the world around them."

Matt Brown, Headteacher Osbaldwick

Brotherton and Byram in forest school den

Forest Schools trace their roots back to the open-air culture, *friluftsliv*, or free air life, seen as a way of life in Scandinavia, arriving in the UK in 1993.

Parents and local communities share the enthusiasm expressed by our heads, placing a high value on outdoor play and learning.

This was shown by the combined efforts that brought a new forest school for Osbaldwick into fruition. The initial impetus was supplied by a local charity and a generous donation from a neighbour. The hard landscaping was carried out by an organisation that enables people with learning disabilities to work in the community, and the signage was crafted by a talented parent.

Similarly, Brotherton and Byram received a grant from a local business, which gave the opportunity for children from Key Stage 2 to put the work in to clear an area, build a fire pit and outdoor cooking area, learning about fire safety along the way.

At Staynor Hall, their forest school has been two years in the making - still ongoing. Builders - of the school and housing estate it is situated in - cleared an overgrown and unusable area, generously using their equipment for free. The local power station provided money that paid for the foundations of a new sensory garden, the children raised additional funds with a sponsored run and local businesses donated items for free. Site Manager, Pete Welburn and staff put in many extra hours to ensure the area was level and accessible so that all the children could enjoy the fun. In spring the children will learn how to build a willow tunnel.

Some other recent initiatives are the creation of allotments at Camblesforth, a new urban buzz garden for Park Grove, and a new wildlife area - complete with a pond - at Sproatley. There are many such projects set for this year, including a revamp of Hob Moor Oaks' sensory garden.

Each of these new initiatives takes funds, time, organisation, and hard graft. This is best achieved when the children, teachers, staff, parents, neighbours and local businesses pull together.



Osbaldwick's landscapers from Brunswick Organic Nurseries



Gardening at Sproatley



Hob Moor Oaks sensory garden



Camblesforth make bird feeders

Camblesforth

British Science Week

The turn out from parents and carers at this event was fantastic and the children had the opportunity to share their excitement and learning while showing off the school environment. As part of the week, scientists from Drax came and inspired the children with a range of different experiments including the Skittles rainbow that proved incredibly popular. Everyone thoroughly enjoyed their science learning and the opportunity to show it off, and the plan is to come back even bigger and better next year!

Headteacher, Dave Card shared

"The children's passion for science was evident, and it was wonderful to see them confidently sharing their knowledge with their families. We are incredibly grateful to Drax for their invaluable contribution to British Science Week. Their engaging experiments truly inspired our pupils."



Tadcaster

Summer Fields Parade

Both children staff and parents hit the streets of Tadcaster to take part in this fabulous community event which saw over 50 of our children and Parents dress up in their most colourful clothes to parade through Tadcaster.

Two of our assistant teachers, Mrs Bairstow and Miss Ambler created a purple moving 'school bus' with the help of a trolley base created by one of our Parents. All that hard work paid off as we won second place!





Sigglesothorne



Haxby Road



All Saints



Tadcaster



Camblesforth



Pattrington

Brotherton and Byram

80 years ago, on the 8th of May 1945, the news that so many had longed for finally broke.

The then Prime Minister, Winston Churchill, announced that the Second World War in Europe was over.

Imagine the sheer relief, the outpouring of joy, the celebrations that erupted across our nation and beyond. It was a moment of profound significance, marking the end of years of hardship, sacrifice, and unimaginable bravery. The day would now be forever known as 'Victory in Europe' Day.

In class, the children learnt about VE day, as part of their history curriculum, concluding in a special assembly to find out more about this important historical event. Members of the parish councils of Brotherton and Byram were invited into school and joined with the children to celebrate the freedoms that were won for us 80 years ago.

As part of the event, some of our children sang a song written to boost morale during the war called 'We're Going to Hang out the Washing on the Siegfried Line.' Children in Key Stage 2 performed a special 'tea dance'. A guest of honour attended from the local community (and parent of a member of staff) He was celebrating his 91st birthday on the same day, meaning that he was the same age as our current Year 6 pupils when VE took place 80 years ago!

It was a wonderful opportunity for young and old to come together with the local community and share in this national celebration.



Brotherton and Byram



Riston Remembers

Children from Riston were given the chance to share in a remarkable opportunity as part of the local celebrations to commemorate the 80th anniversary of VE day.

In 1995 a booklet called 'Riston remembers' was created for VE50 - a collection of the wartime memories of those living in the local community during the war..

30 years on for VE80 'Riston Remembers' has been revisited in film by children of Riston School and current members of the community with links to that original publication.

The children dressed up and read the moving real-life accounts from Riston residents about their feelings at the outbreak of war. This was professionally recorded, and the video is now shared on YouTube. The film was also screened for the local community to enjoy at Beverley Parkway cinema.

This was a unique way for the children to understand this important historical event, a great record for their families and an experience the children will never forget.



All Saints

Katherine Wheatley, children's author, visited in the summer term sharing how she became an author and inspiring children to become writers and develop a love for reading.

The children took part in an workshop about the story 'The Not So Green Queen' listening to stories and acting them out. They also enjoyed performing poems from her book 'Where the trees reach the sky' which linked to our earlier topic Rainforest Calling.



Sproatley

Headteacher, Vic Tippett, started a Theatre Club which proved to be very popular, culminating in three performances of The Lion King Junior - a 'roaring' success!

Thirty children regularly attended the club ranging from Y1 to Y6. The support from parents, carers and the community was overwhelming in many different ways from helping with costumes, collecting stages and props, organising tickets and refreshments - the list is endless! The paid event raised a significant amount of money which will be put towards replacing the old stage lighting and sound system.

The parents and carers were blown away by what their children achieved in such a short space of time and they are already looking forward to another performance next year.



Hob Moor Oaks

A sponsored 10K run of the Knavesmire raised funds of more than £3,200 for a new outdoor learning space.

On Saturday 10th May, children, families, teachers, and staff gathered for this event organised by teachers, Lucy Rounding, Gemma Scoreby and co-headteacher Sarah Taylor.

The school offers a range of learning opportunities and experiences to support children to develop their personal, social, and emotional development alongside life skills. They offer exceptional outdoor learning opportunities for the children and sometimes their complex and profound disabilities require more specialised equipment. The funds raised from this event will be going towards outdoor learning facilities. Participation in the event exceeded expectations, with everyone encouraged to do as much of the course as possible, running, walking, or wheeling if preferred.

Sarah Taylor, Co-Headteacher at Hob Moor Oaks Academy said,

"It was the first fundraising event of this kind for our school, a hugely successful event where our superheroes and princesses ran, walked, wheeled, and scooted their way around the course. 15 families and 25 dedicated members of our staff team and their friends and families also participated. The children who took part were amazing and took the event in their stride. It was fantastic to see all the children's resilience as they made their way around the Knavesmire. Parents shared that they enjoyed the community atmosphere and togetherness of the event. There has been a real buzz in school too from staff who attended. A hugely successful day that we hope can become an annual event, building on it year on year."

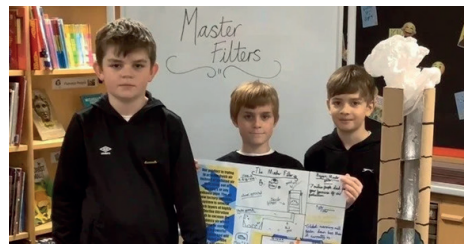


Robert Wilkinson

Year 6 students are 2024's National champions of ROAR - an innovative competition focused on promoting entrepreneurial spirit and unlocking innovation.

Once again Robert Wilkinson's budding Year 6 entrepreneurs had an action-packed week working in teams on their ideas. The children had to produce a video of their idea, explaining the problem they identified, the idea and product to solve the problem, a model of the product, and a poster and marketing jingle selling their idea and product.

Following an amazing morning of presentations from each team, our school winners were selected. Approximately 25,000 children across 150 schools participated this year so the school were astounded to be named as the National Champions!



Hob Moor Oaks and Hob Moor Primary

Big-hearted parents of children at both Hob Moor schools have worked with staff at their businesses to provide over £2,000-worth of gifts for children who otherwise may not have received any presents this Christmas.

Olivia Hargreaves and Sarah Taylor, co-heads at Hob Moor Oaks and Tim Jolly, head at Hob Moor Primary, said:

"The generous donation... shows the true spirit of giving and community support.



'Visiting Teacher of the Year' award



Easington and Patrington music teacher, Becky McKee with Classic FM presenter, Dan Walker and former Hear'Say popstar and Classic FM presenter, Myleene Klass.

This picture was taken while receiving her award for 'Visiting Teacher of the Year' at London's Royal Albert Hall!

The awards recognise exceptional music teachers who have made a difference to the musical experiences of children and young people. Rebecca was chosen by a panel of industry judges, which included representatives from Classic FM, The Associated Board of the Royal Schools of Music, the Department for Education, music teachers and experts from across the sector.

Rebecca said:

"I am truly honoured and completely blown away to have received this award, this really means so much to me. I absolutely love my job, and I feel very lucky to be able to provide children with opportunities to engage in music."

"Music is fun, and I love to see the children enjoying and expressing themselves through making brilliant music."

Patrington



Patrington Mini Medics began as a Summer Lifestyle project to raise £300 for first aid and defibrillator training for the local community.



Four children from Patrington, Felix, Amber, Harvey and Millie, spent the summer fundraising in so many ways; bake sales, bag packing, litter picking and even a 24 mile sponsored bike ride!

They did incredibly well and surpassed all expectations by raising £3,100 in total!

Some of their initiatives have been:

- Community first-aid training
- Raising money for a portable defibrillator for community events
- Creating handy first aid emergency packs for every child in our Patrington and Easington schools!

The school are very proud of their efforts.



Park Grove



County Champions, Park Grove celebrate very successful English Schools' FA season

The year 5/6 boys' team came joint first in their District League, qualifying to move up to County Level and the North Yorkshire County competition in Richmond in January, which they won, becoming North Yorkshire County Champions. This enabled them to progress on to the Regional Round of this National tournament at Liverpool Academy in March.

The year 5/6 girls' team recently won their tournament competing against nine other schools from the York area, not conceding a single goal throughout the entire tournament!

PE Lead, Laura Drake said:

"It has been wonderful to see so many children taking part in sporting competitions this year and enjoying the excitement and pride that comes with representing their school. Both teams have shown incredible commitment, resilience in matches and a positive attitude. Their hard work and determination have been a real inspiration to the whole school community."



London Trips

Marfleet, Riston, Sigglesworth, Staynor Hall and Tockwith all took their children on a trip to London this year.

They travelled by coach and train and navigated the underground. They visited Platform 9 3/4, Leicester Square, Trafalgar Square, Downing Street, Buckingham Palace, Westminster Abbey, Big Ben, The London Eye, St James Park, Green Park, and had tours around The Houses of Parliament.

In the case of Riston, they calculated that they had walked 13K during the day and the children were unsurprisingly exhausted by the end of it, but what a wonderful experience they all had, and the teachers were incredibly proud of their stamina and good spirits.



Spanish Partners

As part of The Global Schools Alliance programme children at Haxby Road and Brotherton and Byram Primary Academies learnt a lot about Spanish culture in a video call with their partner schools in Spain.

Haxby Road, who are paired with Lorenzo Luzuriaga school in Madrid, and Brotherton and Byram, who are paired with Barnola School in Avinyó, Catalonia, played a game of '¿Quien quiere ser millonario?' (Who wants to be a millionaire) on zoom. They met their Spanish partners and read out questions about schools in Spain. They were amazed to hear that the Spanish children have a 2 hour lunch!



Young Voices

The biggest children's choir concerts in the world, where primary school pupils from across the UK come together in a shared experience. The benefits to the children are enormous, they discover their voices, grow their confidence, and feel part of something inspiring.

This January pupils from Alderman Cogan, Brotherton and Byram, Camblesforth, Haxby Road, Hob Moor Primary, Park Grove, Robert Wilkinson, Staynor Hall, Tadcaster, and Tockwith, experienced the power of collective singing as part of this regular and popular calendar fixture.



All Saints Juniors

The swim team took part in the Panathlon Swimming Gala and came first!

Panathlon is a national charity which gives young people with disabilities and special educational needs the opportunity to take part in competitive sport.



FINANCIAL REVIEW

Funding pressures continue to impact our sector

Andrew Robinson
Finance Director

The financial performance of the trust is included in the financial statements below. This can be summarised as total income (excluding donated assets) for the period being £44,739k (£41,926k 2024) and expenditure (excluding Actuarial Gains / Losses) as £43,913k (£42,469k 2024) for the same period.

The trust held a surplus fund balance, excluding pension deficits and fixed assets, of £556k (£515k 2024). The pension deficit of nil (nil 2024) has been added to the restricted reserves. The trust is holding a fixed asset reserve of £55,891k (£55,573k 2024), this is largely the donation of fixed assets

from the local authorities to the trust upon the conversion of each school to academy status.

Total reserves held at the end of the period are £56,447k (£56,088k 2024).

The underlying surplus fund balance increased by a small amount during the year but is still below our targeted reserves position due to partially funded teacher and support staff pay rises and a rise in staffing costs due to increased Special Educational Needs within the schools. Trust total reserves have improved due to additional capital works specifically the building of a new hall at one of the schools. Both Local Government Pension Schemes FRS102 valuations are

now in a surplus position. The surpluses are not recognised in the accounts as they are unlikely to ever be realised.

The long-term funding for the education sector is under significant financial pressure due to funding not increasing at the same rate as day to day operating costs and a dilapidated national school estate that requires significant investment.

The 2025 spending review provided some certainty of per pupil funding increases for the next two years of 0.9% in real terms, however a falling pupil roll and higher than expected inflationary figures will have an impact on the final funding settlement.

“I really enjoy attending Sherburn CE Primary Academy. We never stop learning which is really important as the more you learn the closer you get to your dreams. Everybody should ‘Look up, Aim High, Shine Bright’ We are all the light of the world.”

Bobby, Year 6 (Team Elder) Sherburn

STATEMENT OF FINANCIAL ACTIVITIES
For the year ended 31 August 2025

	Note	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	2024/25	2023/24
		£000	£000	£000	TOTAL £000	TOTAL £000
Income and endowments from:						
Donations and capital grants	3	115	-	2,213	2,328	1,034
Transfer from local authority on conversion	4	-	-	-	-	825
Other trading activities	6	1,379	145	-	1,524	1,302
Investments Investments	7	30	-	-	30	24
Charitable activities:						
Funding for the academy trust’s educational operations	5	-	40,857	-	40,857	38,741
TOTAL		1,524	41,002	2,213	44,739	41,926
Expenditure on:						
Academy trust educational operations	8	1,524	40,066	2,790	44,380	42,765
Other - LGPS		-	(467)	-	(467)	(296)
TOTAL		1,524	39,599	2,790	43,913	42,469
Net income/(expenditure)		-	1,403	(577)	826	(543)
Transfers between funds	19	-	(895)	895	-	-
Other recognised gains / (losses):						
Actuarial (losses)/gains on defined benefit pension schemes	28	-	(467)	-	(467)	880
Net movement in funds		-	41	318	359	337
Reconciliation of funds						
TOTAL funds brought forward		-	515	55,573	56,088	55,571
TOTAL funds carried forward		-	556	55,891	56,447	56,088



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