



EBOR ACADEMY TRUST

September 2016

School Report



**A family of schools
with a sense of
responsibility for
each other**

Excellence | Belonging | Opportunity | Respect

Welcome



SCHOOLS EITHER IN OUR TRUST OR COMMITTED TO JOINING OUR TRUST

EBOR Yorkshire Coast

Ebor Academy Filey
Filey Church of England Infant & Nursery School

EBOR Central

Creative Arts Academy York
Haxby Road Primary Academy
Hob Moor Community Primary School
Hob Moor Oaks
Robert Wilkinson Primary Academy
Park Grove

EBOR South

Brotherton and Byram Community Primary Academy
Camblesforth Community Primary Academy
Staynor Hall Community Primary Academy

EBOR East Riding

Sigglesthorne Church of England Primary School

Ebor Academy Trust
Robert Wilkinson Primary Academy, West End, Strensall, York YO32 5UH
Telephone 01904 553404 Email: admin@ebor.academy

Ebor Academy Trust is a mixed multi-academy trust comprising both Community and Church Schools.

We consist of small village schools, large urban schools, schools in challenging circumstances and those which have capacity to share and support others. We celebrate the uniqueness of each individual setting and share skills and resources, where appropriate, across our group.

We are a predominately primary-led Trust, providing quality education provision for two-year-olds through to 16-year-olds.

Our vision is to provide great outcomes for pupils, staff and the wider leadership team, including governance. The Trust is ambitious for all its component parts, creating an environment where there is a desire to learn. Our pupils develop the ability to communicate effectively, collaborate with others and think critically and creatively.

Based in York, Ebor's vision is to set up locality based hubs of schools within the North and North East of England. Locality hubs within the Ebor family of schools will be around 2,000 to 2,500 pupils' strong, consisting of around eight to ten schools.

Our core values, Excellence, Belonging, Opportunity and Respect, represent a powerful force for all that's good in education during changing times.



Richard Ludlow, Chief Executive, Ebor Academy Trust



Blazing a trail for excellence in education

“We want our hubs to be vibrant, exciting places that are stimulating for participating schools and their staff and of genuine benefit to local communities.”

The use of its own academy specialists, each school having a responsibility for each other and staying personal is key to the continued success of the Ebor Academy Trust.

Ebor is a MAT – a multi-academy trust – which is a not-for-profit organisation and a group of schools working outside local authority control, directly answerable to the Department for Education.

What started as an alliance between Robert Wilkinson Primary Academy and Haxby Road Primary Academy grew to include Brotherton and Byram Community Primary Academy near Knottingley and Ebor Academy Filey across on the Yorkshire coast. From September 2016, Ebor opens a brand new primary school, Staynor Hall Community Primary Academy, in Selby and others are in the pipeline.

From September 2017, all being well, Ebor will open the ground-breaking Creative Arts Academy in York, following the successful approval in July by the government of York’s first free school.

Richard Ludlow has moved up from being headteacher at Robert Wilkinson Primary Academy to become chief executive.

“We are having a range of conversations with a lot of schools, in York and across the north of England,” said Mr Ludlow. “Some are curious as to how it all works; others are seeing the benefits of close collaborations and may join us within Ebor.”

“Without doubt, this is an exciting time to be in education.”

As of May 2016, 2,075 out of 3,381 secondary schools are academies, while 2,440 of 16,766 primary schools have academy status. City of York Council has always had an

envious reputation nationally for excellence in education, which may explain why schools in the city have not been quick off the mark when it comes to new ways of thinking. But with shrinking budgets and reorganisations, many schools are now looking to each other for support.

“Converting to an academy doesn’t automatically improve a school and there are examples of good and bad academies, just as there are good and bad schools,” said Mr Ludlow. “There are some direct financial benefits but what we are finding is that headteachers enjoy working with other headteachers and our structure allows for creative thinking and innovative solutions.”

“The greatest improvements in schools are made by the practitioners in their own classrooms themselves. We have a strategy group of all our heads and senior colleagues. They meet regularly to identify what’s needed, have honest conversations and ultimately help shape our trust.”

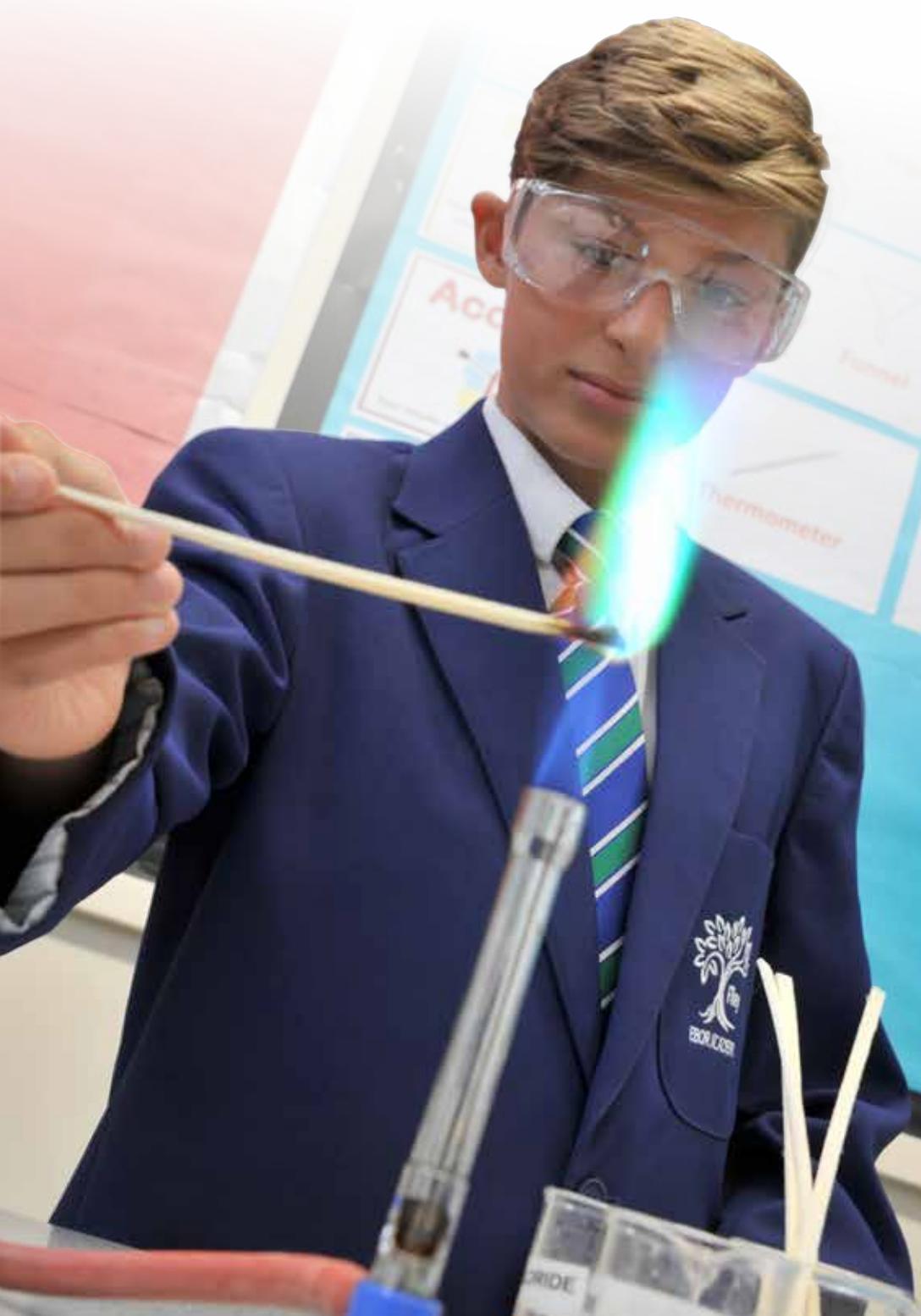
“A service for children which is often an unaffordable luxury as a single school, becomes viable when that resource can be shared among a group of schools. By their very nature, MATs open school leaders’ minds and make them entrepreneurial.”

“Our academy specialists, currently science, maths, English, IT, and wellbeing and behaviour, are experts in their field and they work across our schools, helping to improve outcomes for children.”

Ebor Academy Trust’s school to school support programme allows

Ebor Academy Trust Chief Executive, Richard Ludlow, left, Nigel Adams MP for Selby and Ainsty and Executive Headteacher, Gail Brown pictured with children at Brotherton and Byram Community Primary Academy during a recent VIP visit





Academy for creative arts wins government approval

The Department for Education has confirmed that Ebor Academy Trust's bid for a Creative Arts Academy has been successful.

David Cameron made the announcement in one of his final acts as prime minister, with the York bid one of 31 applications to have passed the rigorous selection tests.

Ebor will now work in partnership with City of York Council to secure a site and aim for an opening of the new primary school – the first of its kind in York – in September 2017.

Richard Ludlow, chief executive of Ebor Academy Trust said: "This is an exciting new provision for the children of York and we are keen to continue to work alongside education colleagues at the local authority to create an excellent new school, funded by central government, which puts creativity at the centre of the curriculum and remains part of the family of schools within the city.

"Alongside an outstanding academic grounding, developed at other schools in our group, we will fulfil pledges made in our application to add diversity by taking a fresh look at how creative arts in all its many forms can enrich education provision.

"We are pleased the DfE has recognised the innovation, enthusiasm and passion brought to bear by Ebor staff, creative professionals in York and, importantly, the many parents who signed up to our ideals and ambitions."

The school, a two form entry primary, will be for all of York. It will not compete with any individual existing school but will ease the pressure of primary place planning in certain areas.

Peter D. Acaster, chair of the Ebor trust, said: "This is fantastic news. We are thrilled to be able to offer this amazing opportunity to the young people of York."

For more details, see also www.creativeartsacademyyork.org

staff to develop their own careers while offering help to other schools, both within and outside the trust.

Ebor's corporate services team, the engine room of the operation, is led by James Perry, finance director, and coordinates the use of resources to support teaching and learning throughout the group. Key functions of the corporate services team are to ensure the long term viability of its academies and with the executive team, the growth of the trust itself.

Richard Ludlow said: "It's our intention to develop hubs of schools, in geographical areas, that can work together as part of our wider group, sharing and promoting the Ebor

values of Excellence, Belonging, Opportunity and Respect.

"As Ebor expands, so too does our collective knowledge. We educate children from the age of two to 16 years. We have experience of outstanding schools, new-build schools, and transforming struggling schools into beacons of excellence.

"We want our hubs to be vibrant, exciting places that are stimulating for participating schools and their staff and of genuine benefit to local communities. We have no political leanings – we just believe in dealing with the situation as it stands, pragmatically, to the best of our ability, and getting on with the job."

All fired up: a new school name and smart new uniform sent out a clear message of change when Filey School became Ebor Academy Filey in 2015

Rebecca McGuinn is Ebor's pastoral manager with evidence to support her belief that wellbeing is a whole school issue...

Although he might not know it, nine-year-old Mark's story is a good example of how schools working together in a multi-academy trust can really make a difference in improving children's lives.

Sitting in a circle with other Year 4s, in a session run by Ebor Academy Trust pastoral manager Rebecca McGuinn, Mark spoke quietly and nervously at first. We were in The Hub, which they called a sanctuary, not just another classroom, in part funded by a charity who provided comfy sofas and rugs for the floor.

Mark said he had been bullied – “but it went beyond bullying” – for some time, making his life a misery and he felt he had nowhere where he felt safe until The Hub came along. He sobbed as he told of his scratched leg and his bleeding nose, prompting a child to pass him a box of tissues and two others to give him a hug.

Growing in confidence and speaking up, he said he was proud that these sessions had helped him to stand up for himself and not feel afraid, or alone. Another boy chipped in: “you've got me now.”

Rebecca McGuinn has over ten years' experience in educational social work, working with children and family services in a school setting for a local authority. Her role was to reach young people at risk of permanent exclusion or non-attendance.

With an expertise in safeguarding, her supporting role to one of Ebor Academy Trust's schools was initially a day a week. Today Rebecca works full-time there and is a key member of the leadership team. The Hub model is being set up among other schools across Ebor, too, as they see the many benefits this kind of pastoral care can bring.

“Schools need an actual room that doesn't look like a classroom,” said Rebecca. “It's very important to offer something that's an alternative where families as well as staff and pupils can come and feel safe. Sometimes parents' relationships with schools have become fragmented and we



Vital life

need to restore their trust.

“At first it can feel like you're the fourth emergency service. It takes time to embed any new practice and emotions can be very raw.”

Knowing that safety, wellbeing and pupils having a voice is represented at the highest level in a school can offer something different to some parents

“It's all about relationships and making children feel valued”

who may not have fond memories of their own school days. “There's a different outlook when the interface between home and school is not through a teacher,” said Rebecca.

Some children live in chaos, possibly caused by trauma and the crisis can be part of children's lives on a short- or long-term basis. But no child is beyond reach. “The

ones some people see as the most difficult are the ones I love the most,” said Rebecca. “Every child can be accessed. It's all about relationships and making children feel valued. We offer warm snuggly areas and let them talk through their problems at their own pace. At least in school, we can be a crutch for them and they are safe, which for some is an achievement in itself.”

Bringing families into school to help them work through difficulty is a big deal. If a child sees the connection between home and school, there is less room to play one off against the other – and can bring real benefits when the child sees parents and the school working together.

Rebecca's role with the leadership team sends out a clear message that wellbeing is a whole school issue and not something reserved for the 'special' children. For an hour a week, entire classes sit in a circle to impress on them core values and they are empowered to form and share



lessons

opinions about the world around them and the choices they make.

"We're having a big push on life skills. We help give children the tools to articulate their emotions to make sense of the world and give them every opportunity to be the best person they can be.

"An hour a week gives everyone in that circle the chance to tell other children what they feel, especially, for example, if they are upset. Restorative practice is an approach we have brought into our schools, that allows time and energy to be spent to promote victim awareness. This is very powerful and it means children who may be guilty of wrongdoing are supported to face up to the consequences of their actions and make amends – vital life lessons. This restorative approach to children's welfare and wellbeing has got to be at the very heart of any school."

The challenges are similar across primary and secondary although there is less time to turnaround

entrenched bad behaviour at secondary level. Aspirations are the same, however, even though it may be more difficult to rebuild relationships with parents as time is running out.

Expert support such as Rebecca's is uncommon because of ever increasing pressure on budgets. The pastoral manager role in a multi-academy trust is a reality because the costs can be shared among schools in the group.

It the end, in education, statistics matter. Before Rebecca came along, children were excluded – because it was the only tool – and a lot of pupils felt unsafe.

Now, there have been no exclusions, attendance is up and regular surveys show that more than 90 per cent of children feel safe – a massive increase.

Little wonder that more of Rebecca's time is being spent on training staff at other schools and spreading best practice.

Working together to remove barriers to learning

A pilot project aimed at addressing mental health issues among schoolchildren in North Yorkshire has been hailed a big success by the 12 schools taking part.

Improving self esteem and wellbeing and closing the attainment gap in educational achievement for children from disadvantaged backgrounds was the focus of a £24,000 project, funded by North Yorkshire County Council. It is led by the Star Alliance of mainly small and rural schools around Tadcaster, Sherburn and Monk Fryston.

Gail Brown, executive headteacher for Ebor Academy Trust and project lead, said at the end of the first year there was evidence of a direct, positive impact on attainment.

"Schools have such a crucial role to play in the lives of children and young people and have to be aware of all their emotional and social circumstances," she said.

A celebration event in June 2016 discussed experiences throughout the year-long trial. Some pupils volunteered to talk, too, so as to share examples of best practice.

The funding has given the schools the means to tackle barriers to learning caused by emotional issues.

The Star Alliance group hopes the positive experience of the trial will extend funding further.



A fresh new start for faith school



Sigglesthorpe Church of England Primary School in the East Riding can look forward to a brighter future thanks to Ebor Academy Trust.

The small school, which currently has 55 children on roll, was judged to be inadequate by Ofsted in their inspection in January.

Matthew Harrington, of East Riding of Yorkshire Council, said: "Ebor has been successfully involved in school-to-school support programmes for a number of our schools. We are very pleased they have agreed to take Sigglesthorpe under their wing and we will be working together to improve outcomes for our children."

Despite an overall poor report, Ofsted inspectors praised the

personal development, behaviour and welfare of the children at Sigglesthorpe. They also said there was a good range of extra-curricular opportunities and links with the church and local community and that pupils enjoyed coming to school and behaved well.

Richard Ludlow, Ebor Academy Trust's chief executive, added: "We are excited at the prospect of Sigglesthorpe joining us. All our schools embrace collaborative working as it brings fresh ideas that benefit children as well as staff and we will deploy our academy specialists to make a difference very quickly to Sigglesthorpe's fortunes."

Jacqueline Grant is the new

head of school. Mrs Grant, formerly assistant head at a school nearby, started her teaching career in Hull and has worked in several primary schools.

"As soon as I walked into Sigglesthorpe the strong Christian ethos and the warm friendly atmosphere was clear," she said. "The children are lovely and there is a great sense of community. Family and friendship are very important to me. These are values I hold dear and want to promote within the school."

Mrs Grant said: "It is great to be part of the Ebor group of schools. Being part of a multi-academy trust means wider opportunities for the children, the staff and the governors. Specialist teachers in sport and the arts are already in place and they are eager to develop the children's skills and aspirations."

Alison Smith, of York Diocese, said: "We are thrilled at the prospect of Sigglesthorpe being part of Ebor's family of schools, whilst keeping its relationship with the Diocese of York and retaining its Church of England character."

Children at Sigglesthorpe and, below right, head of school Jacqueline Grant and the new school logo



“The first of a number of new primary schools for North Yorkshire”

Brand new Staynor Hall opens its doors for the first time

Selby's newest school, Staynor Hall Community Primary Academy, is now up and running and is the latest member of Ebor Academy Trust.

The school cost North Yorkshire County Council £4.6m to build and opened its doors in September 2016.

“We're very excited,” said Gail Brown, executive headteacher. “The school is looking fantastic.”

The school will offer 210 places plus a Tiny Steps Academy for two-year-olds and a nursery and will address the need for additional school places arising from the Staynor Hall housing development.

Funding for the building has come from North Yorkshire County Council and a contribution from Staynor Hall house builder Persimmon.

In 2013, local schools and the community were consulted by the County Council on the future pattern of educational provision in Selby, given rising school numbers and proposed housing development. The preference was for a new school.

Since then, the County Council developed the scheme and construction started in June 2015.

“This has been a ground-breaking project for us,” said County Councillor Arthur Barker, North Yorkshire's Executive Member for Schools, “because it is the first of a number of new primary schools we will need to build to deliver places to meet the growth in the number of primary school pupils. It is the first we have built and handed over to a sponsor.

“It is very satisfying to see the building completed and staff taking up their positions. This school represents the biggest single investment in local educational facilities for Selby for many years and we have worked closely with our partners, the Ebor Academy Trust, to create a school that will give our children the very best in teaching and learning and high-quality facilities.”

Admissions for the new school will be co-ordinated through North Yorkshire County Council's admissions team, in common with other schools in the area.

- The new school was ‘highly commended’ in the Building Excellence Awards – a well deserved pat on the back for the project team of North Yorkshire County Council, Jacobs UK and F Parkinson.

Work starts on bid for a new school in Thirsk

Ebor is to submit an application to central government to set up a new primary school to serve the up-and-coming Sowerby Gateway community in Thirsk.

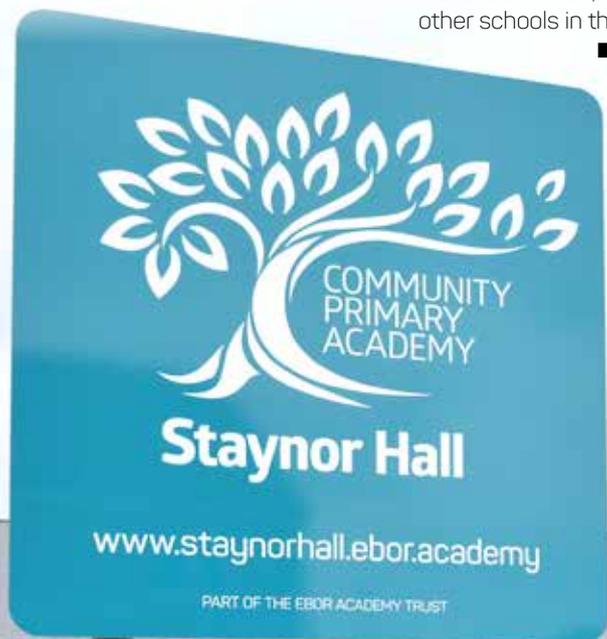
Planning permission for 925 homes in Sowerby Gateway was agreed in 2011 and with the first phase of 107 houses almost complete, and projections of 80 new homes now being built every year, there is a clear need for additional education provision says chief executive Richard Ludlow.

“Data supplied by North Yorkshire County Council shows the need for an additional 20 primary school places a year for ten years,” said Mr Ludlow. “We believe, therefore, that this is an exciting opportunity for a new school to be built which could replicate one of our existing primary schools rated ‘outstanding’ by school inspectors Ofsted.

“If our application is successful, the Sowerby Gateway Community Primary Academy will open in September 2018 and offer a broad and balanced curriculum, additional enrichment activities and the new school will play a full role within our group.”

Ebor's application is supported by North Yorkshire County Council. A spokesperson said: “We carried out our own consultation into additional education provision in this area and a new school emerged as the preferred option. Ebor Academy Trust, which is an organisation we know and have worked well with in setting up a new school in similar circumstances in Selby, has expressed an interest in sponsoring a new school in Sowerby which would meet the need for extra school places in this area.”

More details at www.sowerbygatewayproposal.org



Raising aspirations for children bring added benefit for York mum

Getting involved in her children's school has helped a York mum-of-four to re-start her own education.

Jenni Williams, pictured right, didn't sit her GCSEs but is now heading for university thanks to Workers' Educational Association (WEA) help and support from Haxby Road Primary Academy's Pupil and Family Wellbeing Team.

Jenni also collected accolades at the York Adult Learners Awards, organised by York Community Learning Partnership. She was a finalist in the 'Biggest Achievement Award' and voted overall winner.

Subject to successful outcomes of WEA Helping in Schools and Helping Pupils with Special Educational Needs & Disabilities accredited courses, Jenni will embark on a two-year foundation degree at York St John University, working with children and young people. She has ambitions to then study for a further year and become a one-to-one mentor, helping others, in the same kind of family support environment that has helped transform her own life.

And Jenni says that working in the Haxby Road Primary Academy's own café is a key reason for the turnaround. "I have a child in nursery, another in Year 4, and two others that have been through Haxby Road and have now left," she explained. "I volunteered to take over the running



of the café last January. It's for parents dropping off their children and I bring in people who can help with family information, Citizens' Advice, benefits, that sort of thing, to give them a platform and a chance for everyone to have a chat and keep up to date with what's going on."

The school has also developed a second café, along similar lines but aimed at parents of two-year-olds who attend Haxby Road's Tiny Steps Academy. "These sessions aim to involve parents in their children's education, to help them support their children's learning and there are arts and crafts activities," said Jenni.

Running the cafés gave Jenni the chance to join other parents in taking part in the WEA Helping in Schools course, designed for parents who wish to volunteer in school and also support their own children's learning. She has also played an instrumental role in helping to set up the WEA Learning Journeys course at Haxby Road Primary Academy, an initiative which aims to encourage parents to be aware of developmental

opportunities for themselves and to help them talk about aspirations for their children, with their children.

"Some parents do not have good memories of their own schooldays," said Diane Quinney, WEA organiser for York. "This course addresses the importance of raising children's and parents' aspirations and doing things they both enjoy doing together."

"Jenni is a great ambassador for WEA courses and we're thrilled she did so well in the awards."

Zoe Lightfoot, head of school at Haxby Road Primary Academy, said Jenni's achievements were testament to her dedication and the hard work she had put in: "We feel so proud of Jenni," she said. "We know that parental involvement is integral to raising aspirations and our children's educational outcomes. Our family wellbeing team do a brilliant job in encouraging those partnerships but it is also so important to have Jenni as an ambassador to really share the amazing things you can achieve with the right support and a 'can do' attitude."

Childcare minister Sam Gyimah toured Haxby Road Primary Academy as it was announced that York was to be one of eight places to pilot additional childcare provision. Haxby Road was chosen as it has what an official called "the full package" – a provision for two-year-olds, the Tiny Steps Academy, plus a nursery, Enhanced Resource Centre and provision for children with special educational needs and disabilities. Mr Gyimah said Haxby Road was "an exemplar".



Some commonly asked questions about becoming an academy and joining Ebor Academy Trust...

Will the curriculum change?

No.

Will staff get the opportunity to work in a different school/Will staff have to work in a different school?

Opportunities may arise but there is no compulsion to move schools. However we encourage collaboration and so experience of working temporarily in other schools is seen as a career development opportunity.

Does Ebor employ unqualified teachers?

No and there are no plans to employ unqualified teachers in teaching positions.

Can schools keep their own core values or do they adopt Ebor ones?

Schools' own core values will not change unless the local governing body wants to change them. Excellence, Belonging, Opportunity and Respect are the trust's overarching values on our website and in all trust level literature.

Do academies get inspected by Ofsted?

Yes. There is no difference in Ofsted's inspection regime.

Do schools recruit their own staff when vacancies occur?

Ebor's corporate services team support all schools with their recruitment, this can include job evaluation, advertising and interviewing.

How many schools will be in Ebor? Is there a limit?

The idea is for geographically based hubs of schools, each comprising perhaps 2,000 – 2,500 pupils. Ebor has plans for hubs in York, Selby, the Yorkshire coast and the East Riding. There will be no lead schools in any of the hubs and it is the intention that all schools should be within an

hour or so's drive of one another. Ebor's structure, and other useful information, is on our website at www.ebor.academy

Will term dates change?

No.

Will the school day have the same timings as at present?

Yes.

Will children have to change uniform?

There will be no change to the school's policy on uniform.

Might other people come in to observe our school?

Providing standards are maintained, there will be minimal intervention from Ebor.

Will job descriptions/roles change?

No.

Will all staff be kept on in employment?

All contracted staff will be transferred to Ebor under TUPE regulations.

Will the letterhead/logo change?

Information on the school letterhead will change to comply with Companies House regulations. There is no insistence that existing school logos change, but this is a decision of the local governing body. Many schools see conversion to academy status as an opportunity to look again at their visual identity.

Will school lunches change?

No.

Does becoming an academy change the way in which any exclusions are dealt with?

No.

If the government now says schools do not need to become an academy why should we still do it?

There are many reasons schools convert to academy status and join a multi-academy trust. Diminishing local authority budgets and the knock-on effect of less support is a key reason, but so is peer-to-peer support and the idea of collaborating with other schools so as to share best practice. Many examples of close co-operation between schools exist currently in the clusters, but this is dependent on goodwill and is un-enforceable. In a

multi-academy trust environment, the support structure is more formalised. Access to Ebor's corporate services team is another benefit and allows schools to be able to concentrate on teaching and learning, leaving finance, marketing and communications, human resources, IT and estates and facilities to the trust's own experts.

Who takes responsibility for the pension arrangements of staff?

All pension rights of employees are protected as part of the TUPE process. This means that Ebor Academy Trust would assume the pension obligations following conversion.

What happens when staff leave – will they be replaced like for like or will a new structure be imposed?

As at present, when staff leave it is an opportunity for the headteacher/local governing body to assess and make a decision on the best way to handle the imminent vacancy.

How does the funding work?

The level of funding remains the same, however it comes directly to the trust rather than through the local authority.

Does academy status affect SEN or pupil premium funding?

No, not at all.

Will the PTA continue to fundraise just for the school or for all of the academy group?

Just for the school, as at present.

If schools convert, who then owns the school buildings and land?

The academy trust will take responsibility for buildings and land under a 125 year lease agreement – ownership does not transfer across.

Will becoming an academy affect admissions arrangements?

No.

Can an academy trust decide to bring in academic selection?

No, this is not permitted in law.

What will the responsibilities of the governing body be?

The local governing body (LGB) will be a committee of the trust board, where legal responsibility lies. However for good or outstanding schools, the LGB has maximum delegation.



Reading dogs lead students in Filey to improve their reading

An innovative literacy programme involving 'reading dogs' at Ebor Academy Filey has helped some students increase their average reading age by three years in just a few months.

Labradors Winnie and Peg, two new recruits to the school's library, patiently listen whilst students read to them, never interrupting and always showing interest in whatever story is being read.

The bookhounds enjoy every type of book, read at whatever pace and they never correct mistakes – leaving that task to the librarian and her Year 10 reading mentors.

Research has shown that the use of reading dogs makes a positive contribution to children's attitude and, most importantly, their enjoyment of reading.

"The school's recent reading test results are some of the best that we've ever had and Winnie and Peg have played a significant part in the students' success," said Mr Andrew

Galbraith, headteacher. "It's been a massive achievement in such a short period of time. Some children have come to us with a chronological age of 11 but a reading age of just six. This programme has helped them rapidly catch up."

Winnie and Peg have been submitted to vigorous checks in becoming Ebor Academy Filey's reading dogs and each Tuesday morning they 'clock on', with beds and water bowls, before waiting patiently for the start of the school day and their work to begin.

Thanks in part to the four-legged friends, the library is now one of the most popular areas in the school.

This novel way of helping children with their reading was picked up by BBC Look North and several students enjoyed their five minutes of fame thanks to a TV appearance. The item was then tweeted: 'Non-judgemental, attentive and perfect listeners – meet the dogs who are helping children to read'. It had 70,000 views and was



'liked' by over 1,000 people.

On the TV news programme, student Amber said: "When you're talking to a person you can sometimes get embarrassed but not when you're talking to an animal, as they can't make comments."

"It makes me a lot more confident about my reading," said another student, Paul.



Over 100 children from the Ebor Academy Filey catchment area joined together to be part of a fun packed Sports and Maths Year 5 Transition Day.

Pupils were allocated Olympic country teams and took part in zumba, tag rugby, orienteering, hakka, the iron man challenge, pentathlon, golf and cricket. They also set up and ran a "nutrition station". Colleagues from across Ebor and local coaches joined forces to give the children a sporting activities with a maths twist.

Pitches are updated

All-weather pitches for football, rugby, hockey, netball and tennis are being installed in Filey and will hopefully be ready for use later in 2016.

And an ambitious plan is coming together to redevelop the school's former swimming pool to create a sports hall comprising gym, dance studio and changing rooms.

It will be a valuable resource for the school and one which can also be used by the community.

Both Filey Town Council and Scarborough Borough Council support the plans and are considering the level of financial contributions they can make. The scheme would also be funded by Ebor Academy Trust and through a bid to Sport England.

If approved, work is expected to start next spring.

Mr Andrew Galbraith said: "As an academy our main goals are to deliver excellent teaching and learning and not to run a gym or fitness centre. However, we do recognise this inclusive scheme represents an excellent opportunity to provide state-of-the-art facilities to our students that can also be shared with our community. We would therefore be willing to take on the responsibility to provide something amazing."