



PROSPECTUS 2020



Welcome to Trinity Academy Halifax
Information for parents and students
looking to join the academy in 2020

Welcome from the Principal

I am extremely proud to welcome you to Trinity Academy.

Our vision is to be 'outstanding within outstanding,' this means that, as a community, we have a relentless focus on developing and being the very best for the students in our care.

Students make exceptional progress and achieve first rate outcomes at Trinity Academy Halifax. Our latest results put us in the top 10% of schools nationally. Our approach is based on setting high standards for our staff and students, creating an environment where there are no distractions and students feel safe and cared for. Young people develop and are inspired to engage in their learning.

We are a welcoming academy community that celebrates our students' success. At the heart of our achievements is our mantra of 'Culture + Consistency = Excellence.' Young people understand how working hard will be rewarded, but crucially how meeting high expectations will lead to these rewards. Led by our Christian values of Empathy, Honesty, Respect and Responsibility, our approach to behaviour ensures our students excel and prepare for the real world in an environment that is a genuine community. These traditional values and a consistent approach to discipline ensure that students benefit from engaging teaching and learning.

I would like to emphasise that results are only part of our

story. When we talk about students flourishing, we do not just mean academically. All Year 7 students participate in our Graduation Programme, and we provide endless opportunities for all students, in areas such as Performing Arts, Sports, Music and residential experiences.

If you want to be part of a unique academy that works to ensure every individual child succeeds and achieves their ambitions through hard work and taking advantage of opportunities, I look forward to welcoming you and your son or daughter in summer 2020.

Mr Nick Robinson
Principal



Welcome from the Trinity MAT CEO

As CEO of the Trinity Multi-Academy Trust (MAT), I have genuine pleasure in welcoming you to Trinity Academy Halifax (TAH) – the flagship school in our growing MAT. The MAT family contains a variety of institutions, from primary to post-16 education, ranging in size from 180 to 1800 students. Due to the phenomenal success of Trinity Academy Halifax, the academy is also the lead school in two high profile initiatives – The Trinity Teaching School Alliance (TTSA) and the West Yorkshire Maths Hub. Both of these accolades reflect how the academy is at the forefront of the latest developments, and bring a number of benefits to students.

I am committed to continuous improvement for all schools in our MAT and whilst success is celebrated, the next step is always to look at what can be improved – both for students and staff. The trust will continue to grow, and we will strive to provide young people with the highest standard of education to ensure a solid foundation for their future aspirations.



Mr Michael Gosling
CEO



**We constantly and
consistently strive
to improve the experience
on offer.**



Christian values

Our Christian values of Empathy, Honesty, Respect and Responsibility form the basis of everything we do. Although we welcome students, parents and staff of all faiths and none, we celebrate these values as an academy community on a daily basis. Visitors to the academy can see these values in action – from the simple way students move calmly and purposefully in the corridors, to the daily reading of our Academy Prayer.

Students and parents joining our academy may not be of the Christian faith, but have countless opportunities to experience the importance of our values on a regular basis. We celebrate important events in the Christian calendar, and these values also form the basis of our Behaviour for Learning Policy.

Regardless of faith, our Christian character ensures students learn and grow in an environment where they can flourish. SIAMS, the body responsible for inspecting provision in church based schools, observed that the academy's Christian values are deeply embedded and make a profound impact on the way in which our students develop into confident and mature individuals.

"Strong pastoral care ensures that the progress and wellbeing of all pupils are carefully promoted. The academy provides exceptional support for disadvantaged pupils. As a result, pupils' lives are transformed."

- SIAMS report, 2019

"The spiritual, moral, social and cultural development of the students is outstanding."

- Latest Ofsted report



Outstanding student progress and success

National 2018 GCSE results ranked Trinity Academy Halifax in the top 10% of schools nationally for the progress students make.

As an academy we focus on ensuring that ALL students, whatever their ability, achieve their full potential.

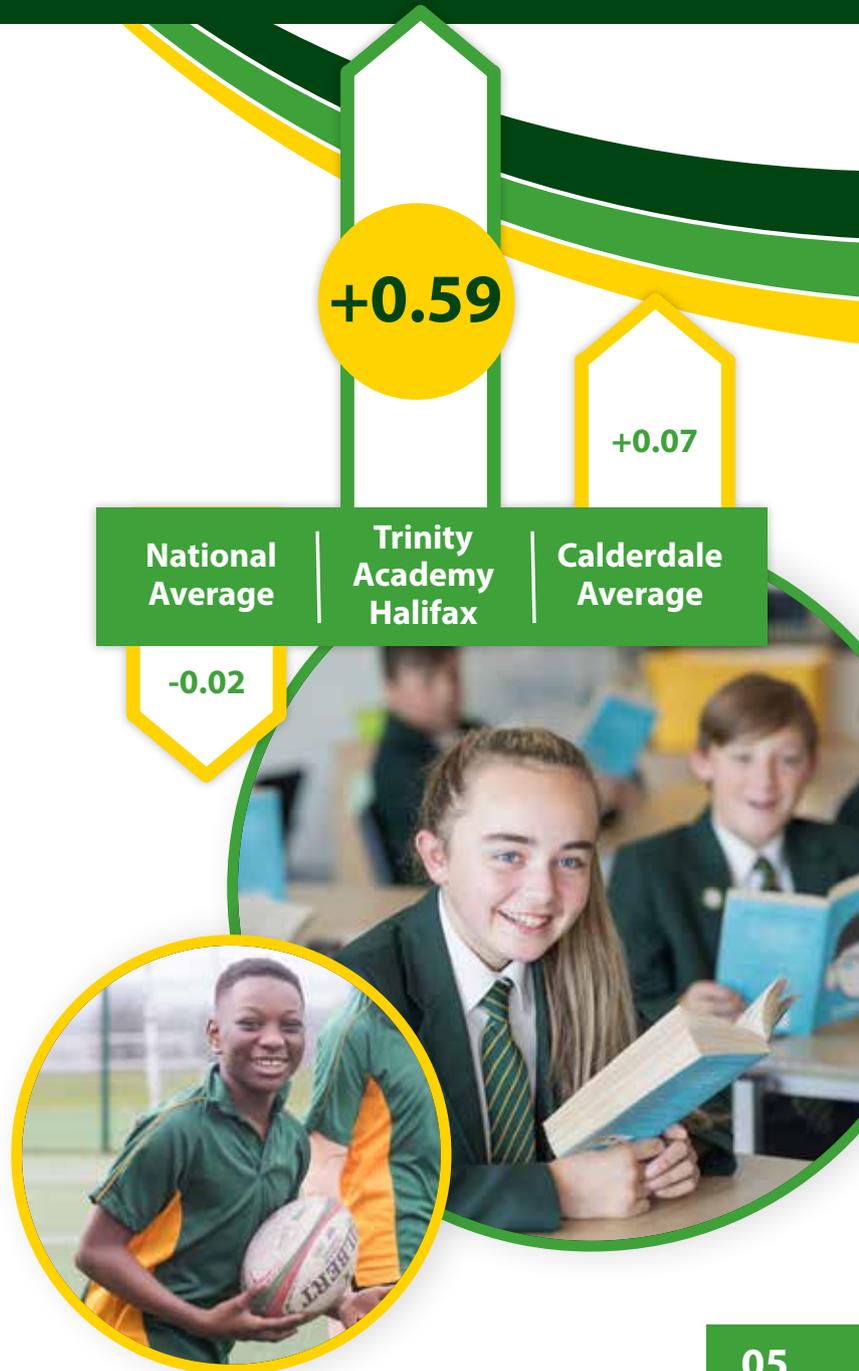
Our young people receive a first-class education within an aspirational, disciplined environment offering them limitless opportunities, and the very best facilities, both inside and outside of the classroom.

Through a broad and balanced curriculum, extensive support and an approach to behaviour that ensures a calm, purposeful atmosphere, the results our students achieved in 2018 put Trinity Academy Halifax in the **TOP 10%** of schools nationally for the exceptional progress they make.

We are a non-selective academy and we welcome students of all abilities. The Ofsted framework uses a measure called 'Progress 8'. This measure demonstrates how well a school can support students to achieve beyond the levels they are predicted from their starting point in Year 7. Our progress scores show that, whatever their starting point, Trinity Academy students make excellent progress. We are ambitious for all our students and truly believe there is no limit to what they can achieve.

Trinity Academy students made outstanding progress across at least eight subjects, with the academy achieving a Progress 8 score of +0.59 compared to the national average of -0.02. Therefore Trinity Academy students are achieving three fifths of a grade more per subject (across each of the eight subjects) than their peers nationally.

Trinity Academy is in the top 10% of schools in the country for student progress.



Outstanding behaviour and standards

Trinity Academy offers students a range of exceptional opportunities. This includes our unique Graduation Programme where students aim to graduate from Phase 1 at the end of Year 8 and take part in a special ceremony to mark their achievements.

Underpinning our success is a relentless focus upon standards. Every student is expected to uphold the 'Trinity Absolutes' displayed in all classrooms, these remind students of core expectations such as maximum effort and an impeccable uniform. Staff also commit to always upholding our Staff Absolutes.

Our focus on behaviour ensures minimal disruption to the calm, purposeful atmosphere for learning. As part of this, mobile telephones and other electronic devices cannot be used during the academy day. Clear boundaries and consequences for poor behaviour not only ensure students excel, but also support preparation for life beyond the academy.

Whilst we have a culture of high expectations and consistently excellent behaviour, at the heart of our Behaviour for Learning Policy is celebrating the success of our students. When students join us in Year 7, they are enrolled on to our Graduation Programme. By achieving a set of core goals during Years 7 – 8, students will graduate at the end of Year 8. Students who excel may also be part of an elite group who graduate with honours.

Every student records their progress in the 'Graduation Journal'. Whilst of course achievement of academic targets and maintaining excellent behaviour is important, the programme also focuses on the development of students as individuals. To graduate, students must evidence participation in extra-curricular activities such as sport,

drama, music and STEM and undertake a number of public speaking engagements.

Graduation includes a celebratory ceremony for parents and guests at the end of Year 8, where students wear a traditional cap and gown and receive a certificate – marking the successes of Phase 1 and the move into their GCSE studies.



"Behaviour in lessons and at social times is exemplary. Relationships are strong. When pupils fall short of the academy expectations, forgiveness and reconciliation are immediately offered."

- SIAMS report, 2019



A broad and balanced curriculum

We work to provide a broad and balanced curriculum which is engaging and challenging for all students. Our aim is to develop our young people into well-rounded citizens who are empathetic, honest, respectful and responsible at all times.

Parents receive regular updates about learning at the academy, including via Student Progress Reports and Parental Consultation Evenings.

We offer a range of high-quality learning experiences, all delivered in our state-of-the-art buildings.



Phase 1 (Years 7 and 8)

During the Phase 1 journey, there is a clear emphasis on ensuring students have access to a broad and balanced curriculum which ensures students have access to a range of 13 different subjects in all disciplines whilst also developing their literacy and numeracy. Towards the end of Year 8 students enter the Information, Advice and Guidance process where they are supported to choose their options from a range of choices to study in Year 9 and beyond. Where gaps in knowledge and skills appear during Phase 1, this is addressed through different intervention programmes, including the 'bungee', 'platinum' and 'nurture' programmes.

Phase 2 (Years 9, 10, and 11)

Students begin their core qualifications in Phase 2. Over the three-year period, students will sit a minimum of 8 GCSEs (or equivalent). English, maths and science (combined or triple award) make up the core subjects during Phase 2. All students will study either history or geography and students will be given the opportunity to specialise in a creative subject and an ICT based qualification, in addition to a wider range of options subjects. In order to ensure students have the best chance of success in their core subject qualifications at the end of Year 11, some options subject exams will be taken at the end of Year 10.



A Curriculum for Life: ensuring an academic and personal education

We are committed to delivering a 'Curriculum for Life' for all students. This aims to support students to become healthy, considerate and active citizens in modern Britain. Through this initiative, students access: careers advice, sex and relationship education, support to stay safe online and financial advice, amongst a range of other topics. Students will also receive education on British Values. In reflection of the uniqueness of this programme, this is delivered through VT sessions and assemblies, in conjunction with a range of special events, visiting speakers and focus days.

Award winning school for outstanding curriculum design

Earlier this year our work to transform educational practice was recognised by the School, Students and Teachers network (SSAT). This award is given to the highest performing schools and recognises our principled approach to school improvement and sharing effective practice.



Opportunities beyond the traditional

We are proud of the experiences offered to our students outside of the classroom. To support our young people to become well-rounded citizens, our graduation criteria includes participation in some of these opportunities.

A flavour of some of the opportunities include:

Performing Arts, including the annual musical production

Our Performing Arts department offers a wide range of subjects and opportunities, regardless of study choices! This includes the annual musical production. Produced to a standard to rival the West End, students audition for parts on and off the stage, enabling them to uncover new talents and develop new friendship groups.

Sport and extra-curricular opportunities

We are one of a handful of 'Girls Active' accredited schools, which means we have been formally recognised for our work to engage girls in sporting activity. All students are encouraged to benefit from the wide range of sports clubs on offer. In addition, we have an elite rugby and netball squad who compete on a national level. More widely, our extra-curricular offer provides something for everyone with language, reading, debate and drama clubs amongst many others.

Trips

We run a large range of trips providing a diverse range of cultural and educational experiences. These include Outward Bound experiences, and residential trips such as the Battlefields trip, plus visits to Oxbridge Universities. We have a great deal of experience running the Duke of Edinburgh award scheme. We want to ensure that all our students have the opportunity to participate in this transformational programme. Earlier this year we became a Licensed Organisation, which will allow us to keep costs down and ensure that as many students as possible can take part.





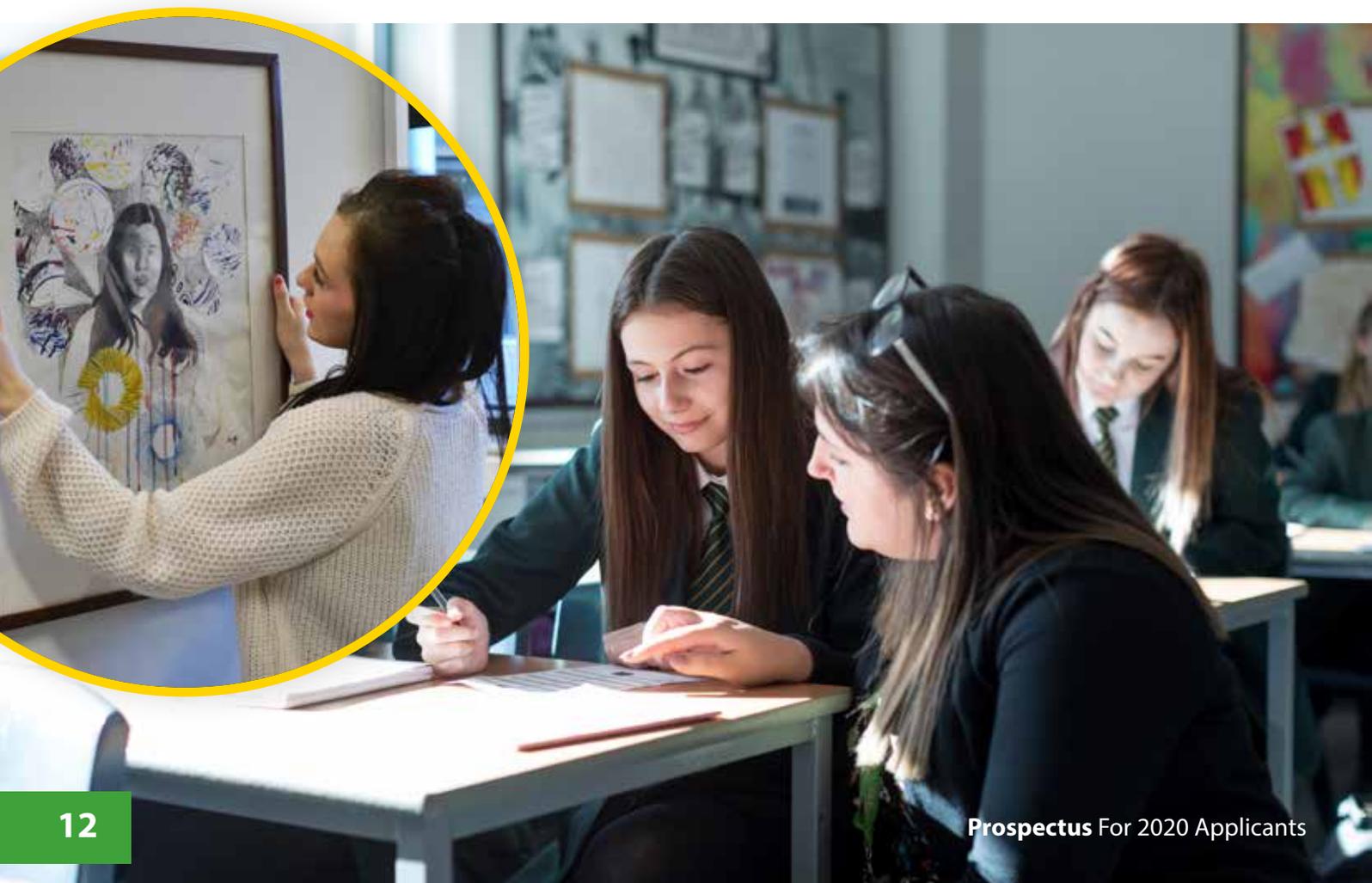
Developing skills beyond the classroom

Careers Education

Students receive many opportunities throughout their time at Trinity to learn about careers and the world of work. Some examples of this include assemblies from local and national employers, work around the Labour Market Index, mock interview days, aspirations fairs, University visits, work place visits and careers advice and guidance from our independent careers advisors employed through C&K Careers.

Student Leadership

Students have regular opportunities to shape life at the academy, including at the 'Principal's Breakfast' where a range of topics are discussed. We also have Head Boy and Head Girl and Deputy Head Boy and Head Girl positions, along with a team of Academy Prefects which are all high-profile positions determined by an election process.



Preparing for life at Trinity Academy

We work to ensure that all young people receive the best possible support before and during their transition to Trinity Academy.

Some of the ways we support children and parents include:

- A supported transition. We work closely with primary schools to ensure we have a full picture of your child. This includes a visit to primary schools by our College Manager team, and regular opportunities via your child's school to visit the academy.
- Parents are supported for the summer start, and will be subscribed to our newsletter when confirmation of places are issued by Calderdale Council. We also host a Parental Transition Evening before your child starts with us.
- Our College Manager system is at the heart of our pastoral care. Our College Managers are non-teaching members of staff, who are available to support both students and parents. Whether this is with settling in, or issues in the home, they provide bespoke support for students to ensure that they can continue to excel in their academy life.
- The Home Academy agreement outlines our formal commitment to you as a parent, and how we will work with you to ensure that your child can get the very most from their time with Trinity Academy.



Admissions Policy and Oversubscription Criteria for Admissions in the Academic Year 2020/21

Trinity Academy Halifax (the 'academy') will admit 330 students into Year 7 in 2020/21.

Arrangements for applications for places at the academy will be made in accordance with the Calderdale Local Authority's co-ordinated admission arrangements and will be made on the online application form administered by the local authority.

It is not mandatory that the supplementary application form is completed, but parents should do so if they wish their application to be considered in relation to church attendance.

Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. After the admission of students with an Education, Health and Care Plan or Statement of Special Educational Needs where Trinity Academy Halifax is named on the plan or statement, the criteria will be applied in the order in which they are set out below:

1. (a) Children who are in public care – 'Looked After' (as defined by section 22 of the Children Act 1989) or children who were previously looked after but ceased to be so because they became adopted or became subject to a child arrangements or special guardianship order.

(b) Children who appear (to the admission authority of the academy) to have been in public care outside of England and ceased to be in public care as a result of being adopted.¹

¹ A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society.

2. Children who attend Akroydon Primary Academy.

3. Children whose siblings currently attend the academy and who will continue to do so on the date of admission.

("Sibling" is defined as a full or half brother or sister; a step brother or sister; an adoptive brother or sister; the children of parents living together in the same family household. The elder sibling must still be on roll at the academy when the younger child starts at the academy. Sibling applications will only be accepted for siblings of students in Years 7 to 10; siblings of students in Year 11 whose parents have confirmed their commitments to the student continuing into Year 12 (written confirmation will be required) and siblings of Year 12 who are attending a two year course. However, siblings of Year 13 students will not be accepted.)

4. Children of staff employed at the academy. 'Staff' for this purpose are defined as anyone employed by the academy who has held a permanent contract with the academy for at least two years prior to the application or to staff recently appointed to a post for which there is a demonstrable skill shortage.

5. Children who are resident in the defined priority catchment area, as shown on the map following this policy and who regularly attend, or whose parents/guardians regularly attend a Church of England Parish Church.

("Regularly attend" means attendance at public worship at least twice per month for the year before the application is submitted.)

6. Children whose place of residence is within the defined priority catchment area shown on the map following this policy.

7. Children who regularly attend, or whose parents/guardians regularly attend, one of the Church of England Parish Churches in the Rural Deanery of Halifax.

(“Regularly attend” carries the same definition as set out at Criterion 3.)

8. Children who regularly attend, or whose parents/guardians regularly attend, one of the Church of England Parish Churches in the rural Deaneries of Calder Valley and Brighouse and Elland.

(“Regularly attend” carries the same definition as set out at Criterion 3.)

9. Children who regularly attend, or whose parents/guardians regularly attend, another Christian Church within the area of the Calderdale Metropolitan District (affiliated to Churches together in England). A list of such churches is available to view by visiting: www.cte.org.uk

(Regularly attend” carries the same definition as set out at Criterion 3.)

10. Other children.

If there is oversubscription in any category, students will be admitted in order of proximity to the academy.

Distance will be calculated using a straight-line measurement from the student’s home to the main academy gate. Distances will be calculated using the local authority’s Geographical Information System (GIS). To ensure consistency, all measurements will be carried out by the local authority’s GIS system and no other method of measuring distance will be considered. Each property has a co-ordinate taken from Ordnance Survey address point data. This is the point from which distance measurements will be taken.

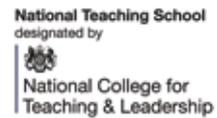
Random allocation (undertaken by the local authority or another body unconnected with Trinity Academy Halifax) will be used as a tie-break to decide who has highest priority for admission if the distance between a child’s home and the academy is equidistant in any individual case. However, if children of multiple birth (twins and triplets) are tied for the final place, those siblings will be admitted over PAN.

Sixth Form

Trinity Academy Halifax is working with partners to deliver a brand new sixth form centre for Calderdale. The new building, housed within the multi-million pound refurbishment of the Northgate site in central Halifax will be open to students from January 2020.

This is a unique opportunity to be part of a transformational project. It is designed to give more students greater post-16 choices, and to allow them to benefit from outstanding sixth form provision in a state-of-the-art new building.





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