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Prospectus 2024

Welcome to Trinity Academy Halifax
Information for parents and students



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Welcome from the Principal

When Trinity Academy Halifax opened in 2010, our vision was to be an outstanding educational provider in the north Halifax area. Since that time, the academy's staff and students have risen to that challenge and turned our vision into reality. Trinity Academy Halifax's success has been recognised with numerous prestigious accreditations, including two outstanding judgments from Ofsted and the World Class Schools Quality Mark, to name but two. Today, Trinity Academy Halifax is one of the most successful comprehensive schools in the country for the progress our students make. However, Trinity is about so much more than just academic success. Day to day the academy is filled with students participating in vibrant music, arts and drama, as well as engaging lessons in science, maths and the humanities. Students are also actively encouraged to participate in a range of sports clubs, charity events, educational visits and residential trips, all of which combine to ensure a first class educational experience. We have a very committed team of staff who work closely with students to develop their curiosity, a love of learning, resilience and kindness. Our dedicated pastoral team care passionately about each child's welfare, and that care, coupled with the many learning opportunities we offer, means that our students meet their potential which, in turn, opens up doors and a lifetime of opportunities. The education of your child is one of the most important decisions you will make as a parent and I am delighted that you are considering Trinity Academy Halifax. Welcome.

Sarah Case | Principal



Welcome from the Trinity MAT CEO

In 2015, when the Trinity Multi-Academy Trust (MAT) was established, our brief was a simple one. Whilst the intervening period of time has seen numerous different challenges, one thing has remained constant: We are determined to make a positive difference, on as wide a scale as possible, where it matters most. That is as complicated as we allow it to become. The Trust now contains eleven institutions, catering for ages 4 to 18, across five local authorities, with exciting programmes like Trinity Scholars and Earthshot. It also incorporates White Rose Education, an organisation that has improved the life chances of countless young people around the world, and the West Yorkshire Maths Hub – as well as working to support thousands of staff regionally through our Trinity Institute of Education outreach work. Our journey has taken us a long way; our ambition for young people, coupled with our desire to continually improve, tell us that this is just the start. For parents seeking educational excellence with an exciting broad extra curriculum offer for their child/children, we warmly welcome to Trinity.



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.

These values are further demonstrated by our charity partnerships. These provide students with a platform to be an active part of their local community. This is a central part of our academy vision and is inspired by the teaching of 'Use whatever gifts you have received to serve others (1 Peter 4:10)'. 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 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.

*Use whatever gift
you have received
to serve others*

*"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



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

- Latest Ofsted Report

”



Outstanding Student Progress and Success

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, a pattern of strong GCSE results has been achieved over a number of years. 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. Trinity Academy students made outstanding progress across at least eight subjects, with the academy achieving an above national average Progress 8 score of +0.32 in English, +0.08 in Maths, and +0.34 in the EBACC subjects. 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 +0.61 compared to the national average of -0.03.



Outstanding behaviour and standards

Trinity Academy Halifax 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 'Professional Standards' 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 Professional Standards.

Our focus on behaviour ensures minimal disruption to the calm, purposeful atmosphere for learning. As part of this, mobile phones 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.

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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

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Every student records their progress in their 'Graduation Journal'. Whilst 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 personalised curriculum in Phase 2.



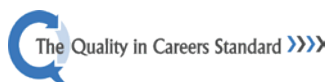
Awards

Our work to transform educational practice is recognised by the School, Students and Teachers network (SSAT).

These awards are given to the highest performing schools and recognise our principled approach to school improvement and sharing effective practice.



In addition to receiving the SSAT awards, we are also very proud to have been awarded a number of equally prestigious educational accreditations for achieving excellence in our field.



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 enables students to participate in a range of 13 different subjects, in all disciplines, whilst also developing their literacy and numeracy skills. Where gaps in knowledge and skills appear during Phase 1, this is addressed through different intervention programmes, including the 'bungee', 'platinum', 'nurture' and 'nurture+' programmes.

Phase 2 (Year 9)

In Phase 2, students continue to study a wide range of subjects whilst being given the opportunity to personalise elements of their curriculum. In addition to a core academic curriculum, students begin a creative subject qualification, and this is complemented by a creative subject carousel. Towards the end of Year 9, students enter the Information, Advice and Guidance process where they are supported to choose their options from a wide range of choices to study in Phase 3.

Phase 1 and 2 (Years 7, 8 and 9)

Throughout both Phase 1 and Phase 2 we invest time and support to develop students' retrieval skills. Knowledge Organisers are produced termly for each subject, mapping out the key knowledge required as a foundation for learning each subject in more depth. A Masters of Recall Big Quiz occurs three times a year and outcomes link to the graduation grades.

Phase 3 (Years 10 and 11)

Students begin their core qualifications in Phase 3. Over the two-year period, students will sit a minimum of eight GCSEs (or equivalent). English, Maths and Science (combined or triple award) make up the core subjects during Phase 3. All students will study either History or Geography, MFL and Religious Studies. Students will also choose from a wider range of option subjects. The school day is extended until 3.20pm to include Period 6 for Year 10 and Year 11 three times per week, to provide students with additional teaching time at a pivotal point in their educational journey.

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Award winning school for outstanding curriculum design!

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Phase 2 Trinity Challenge

As part of our co-curricular provision at Trinity, we invite all students in Year 9 the opportunity to take part in 'The Trinity Challenge'. This leads on from our Graduation programme and is designed to offer students a range of opportunities, enabling them to become resilient learners with a thirst for learning and new experiences. This initiative provides a platform for students to build their character and promote and support health and wellbeing.

Trinity Challenge also supports students in the completion of the DofE Bronze award. Students will be challenged to take part in projects such as supporting local charities, committing to support their local environment and utilising key life-skills such as cooking a meal outside. Every student that completes 15 challenges will receive the Bronze Trinity Challenge Award and the Skills section of their Duke of Edinburgh award. Students can also achieve Silver for completing 20 awards, and Gold for completing 25 awards.

A Curriculum for Life: ensuring an academic and personal education

We are committed to delivering a curriculum that allows all students to thrive in modern Britain. The curriculum aims to support students to become well rounded, considerate and active citizens, that have an active awareness of how to look after themselves during pivotal stages of their lives. Through this curriculum, students' access: careers advice, sex and relationship education, support to stay safe online and financial advice, amongst a range of other topics. All in which encompasses our core values as a school, alongside the British Values of our country. This programme is delivered through a discrete lesson each week, VT sessions and assemblies, in conjunction with a range of special events, visiting speakers and focus days.



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 that rivals 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

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.



Duke of Edinburgh

Duke of Edinburgh's Award Scheme

We have a great deal of experience running the Duke of Edinburgh's (DofE) Award scheme. We want to ensure that all our students have the opportunity to participate in this transformational programme. Completing the DofE Award gives young people an internationally recognised certificate which is highly valued by employers and educational establishments. The programme also allows our students to experience a variety of activities that they may not have considered trying before while building friendships, discovering new talents and creating memories. The DofE programme is a real adventure from beginning to end! The programme has three levels leading to a Bronze, Silver or Gold award. All students in Year 9 will take part in the Bronze award via the Trinity Challenge programme, this is a 12 week Personal Development carousel where students must complete a personal programme of activities in four sections– Volunteering, Physical, Skills, and Expedition. The award encourages participants to help their community, advance personal physical fitness, develop their skills and more. Students have the option to complete the Silver award in Year 10 and for those wishing to complete the programme, Trinity Sixth Form Academy offer students the opportunity to complete the Gold award.



Professional Standards



Trinity Academy Halifax is committed to upholding the highest standards and expectations. Our Professional Standards serve as a guide for all staff, students, and stakeholders to adhere to in order to foster a positive learning environment. By upholding these standards, Trinity Academy Halifax aims to promote a culture of excellence, accountability, and mutual respect within the academy and wider community.

Conduct: The manner in which we behave.

Professional conduct in school refers to behaviour that is appropriate, respectful, and ethical. It involves acting in a manner that reflects positively on oneself, the school, and the wider community.

Organisation: To be able to manage and prioritise responsibilities.

Professional organisation refers to the ability to manage and prioritise tasks, responsibilities, and resources in a manner that is efficient and effective. It includes being punctual, organised, prepared and proactive in order to meet deadlines and be ready to learn.

Dedication: The quality of being committed to a task or team.

Professional dedication in school refers to the level of commitment and enthusiasm one has towards their work or academic pursuits. It involves a strong sense of purpose and a willingness to put in the time and effort necessary to achieve one's goals. This could be in the classroom or through the myriad of other opportunities outside of the classroom.

Pride: Feeling proud of yourself, your achievements and the communities you are in.

Professional pride in school refers to one's ability to present themselves and their work to the best of their ability. It instils personal responsibility and ownership through fostering a strong work ethic, attention to detail and a commitment to quality that leads to a sense of accomplishment from a job well done.

Values: The moral (right) rules and qualities that support you in making good decisions.

Professional values in school, focusing on the values of Empathy, Honesty, Respect, and Responsibility, refers to the principles that guide behaviour and decision-making in a manner that is ethical, moral, and socially responsible.



Developing skills beyond the classroom

Careers Education

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, workplace visits and careers advice and guidance from our independent careers advisors employed through C&K Careers.



Competitive Edge

The Competitive Edge programme for students in Phase 3 provides a wealth of extra 'above and beyond' opportunities, giving their CV a world class edge. Through this initiative we ensure that all our students are the best prepared and the most competitive students when they apply to Sixth Form/ college/ an apprenticeship.

The programme aims to:

- Broaden cultural capital experiences
- Widen skill sets
- Raise aspirations
- Challenge stereotypes
- Build resilience

Every term, Year 10 students are invited to an after-school talk delivered by an inspirational individual to allow students to both consider their personal resilience and widen their cultural capital of the world around them. In Year 11 students have a drop-down day twice a year directly after trial exams. The first focusses on next step options post-16 and allows students to attend a series of workshops led by next step providers. The second day focuses on careers and wellbeing, led by industry professions.

Student Leadership

Our core values of Empathy, Honesty, Respect and Responsibility underpin our Student Leadership process. Students are regularly given opportunities to influence change within the academy. In Phase 1 and 2, Student Leaders work collaboratively as Community Leaders to support our local communities. Building on this fantastic work, in Phase 3, our Head Boy and Head Girl embody our core values and these high profile positions allow them to work with our Prefects and student body in order to create well-rounded students who have a strong moral purpose and a life-long thirst for learning.





Pastoral Care

Trinity Academy Halifax understands that when students feel settled and secure, they will achieve more. The academy's pastoral care system – or the network of support we provide to students and parents – is a real strength and forms the basis of all that we do.

All students are allocated to a college and subsequently a vertical tutor group. Vertical tutoring allows supportive relationships to be formed with students from other year groups. Every college has a College Manager who ensures that all students feel valued and supported. The College Manager is also the first point of contact for parents and carers who need to communicate with the academy. The academy also has a Student Wellbeing Team who provide additional pastoral and safeguarding support and advice where needed.

Trinity Academy Halifax's pastoral care team is well established, experienced and gives young learners the stable platform to resolve any issue which may be impacting upon their education. Alongside all the pastoral support on offer, we have developed our very own Safety-Net website to support students and their families with their wellbeing concerns, alongside 24/7 access to report harassment and abuse directly to a College Manager. The pastoral team works in collaboration with a host of external agencies including the NHS, Open Minds Partnership and Invictus.



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The academy's pastoral system is a real strength and forms the basis of all we do.

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Preparing for life at Trinity Academy Halifax

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

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 the Phase One Leader, and regular opportunities via your child's school to visit the academy.
- Parents are supported for the summer start with clear communication following confirmation of places by Calderdale Council and an invitation to attend 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.
- Students, unlike others across Calderdale, will have access to an extended transition programme which will begin in July. During this time, students will familiarise themselves with life at Trinity Academy, as well as taking part in a range of activities to promote making new friends and feeling ready for life in secondary school. 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 Halifax.



Callum Bennett | Phase One Leader





Applying for a place

Trinity Academy Halifax is a heavily oversubscribed school; although we would like to offer a place to every child who wants to come here, that sadly isn't possible. We admit 330 students per year into Year 7 and these places are awarded strictly in line with the terms of our Admissions Policy, which is available to view on our website at halifax.trinitymat.org.

Fair Banding Assessment (FBA)

For Year 7 entry into Trinity Academy Halifax in 2024, parents/carers will need to register their child to sit a Fair Banding Assessment (FBA). The assessment is not a traditional entrance exam which children either pass or fail. It is done to ensure that our intake exactly matches the ability profile of the children applying by assessing each child's cognitive ability, this means that they have a fair chance of securing a place at Trinity Academy Halifax.

Applicants who sit the FBA are considered for admission first. Any applicants who choose not to sit the FBA will be 'non-banded' and will be ranked in order of priority (after all of the banded applicants), with the level of priority then determined with reference to the oversubscription criteria (see the Admissions Policy relating to your school of preference). Please visit the Admissions page on our website to view our Fair Banding video for a full explanation of how Fair Banding works.

Important note - An application to sit our FBA is not an application to attend the academy. Parents will also have to include Trinity Academy Halifax (TAH) as one of their five preferences on the local authority's Common Application Form (CAF) which must be submitted to the local authority on or before 31 October 2023. Please refer to your local authority's website for information on how to apply for a place at a secondary school.

**Register for
Fair Banding
Assessment by
25 September
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Register on our
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