



## We celebrate the P i c i a

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

We celebrate the T i i MAT CEO



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e e e b a e h e e a e a a a c a d e c i i a d a i  
b a i . V i i h e a c a d e c a e e h e e a e i a c i /  
f h e i e a d e e c a a d e f  
i h e c i d , h e d a i e a d i g f A c a d e P a e .

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

# Our digital Pedagogy and Success

At our academy, we have achieved the following:

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 achieved the following digital Progress 8 scores: +0.61 in English, +0.08 in Maths, and +0.34 in the EBACC subjects.





In addition to receiving... to  
have been awarded a national...  
accreditations for achieving

... to ...



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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.

## Academic Life: a guide to our academic 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.





# Professionalism

**Professionalism in School:** Professionalism 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.

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**Organisation:** 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:** 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.

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# De e i g i be d he ca

## Ca ee Ed ca i

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.

## S de Leade hi

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.

## CA e i i e 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 professionals.





We are here to help you get the best possible start in your new school. Our Academic Support team will help you with any learning difficulties you may have. We will also help you with any other needs you may have.

Some of the ways we support children and parents include:





