



Holy Trinity Academy Prospectus

INTRODUCTION

It gives me great pleasure in welcoming you to the Holy Trinity Academy prospectus. As Headteacher, I have the honour and a privilege in serving the community of Holy Trinity Academy and thus offering all students both academic aspiration, success and a wide ranging extra-curricular provision. These are all underpinned by the Christian character of the school which permeates through all that we do.

Through the delivery of an academic, stimulating curriculum we offer students' the best possible opportunity to equip them with the necessary qualifications and skills to access universities, higher level apprenticeships and employment. The House system and enrichment opportunities which have been introduced further promotes the attributes of determination, resilience, leadership and fosters a care for others which will equip students for their future lives.

Our purpose at Holy Trinity Academy is that every student is supported in their educational journey and their talents are celebrated with the dignity of each member of the community being supported and nurtured. We have high expectations for the entire community at Holy Trinity Academy and firmly believe in supporting all students to achieve their God given talent.

Mr Angus Neal

Headteacher



Faith, Unity & Aspiration

Holy Trinity Academy Prospectus

WELCOME TO HOLY TRINITY ACADEMY

ABOUT HOLY TRINITY ACADEMY

Holy Trinity Academy is a caring community set in a state of the art building built in September 2015 and located in Priorslee on the Edge of Telford. We actively encourage the development of each of our students to fulfil their potential both academically, morally and socially in order to maximise their opportunities for their future lives.

At Holy Trinity all students have access to a broad and balanced curriculum, which is delivered by experienced, caring staff whom are dedicated in supporting all students to achieve their best. The curriculum is adapted at times to ensure that individual students who need further support are catered for and any barriers to learning are removed.

We are rightly proud of the extra-curricular provision we offer to all students and feel that the House system enables students to further their pride for the Academy and enhance the notion of healthy competition, develop leadership skills and be given further responsibility in their community.

All students take part in enrichment activities which are many and varied. The activities are deliberately tailored to tackle social injustice and allow students an opportunity to access activities which may not have been available to them due to financial constraints.



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OUR FACILITIES

We are very fortunate at Holy Trinity Academy to have been opened as a new school with state of the art facilities which include:

- I-Mac Media suite
- 5 practice music rooms
- Recording studio
- Green room for Media
- 4 IT suites and 7 portable laptop suites
- Specialist Technology rooms
- Specialist Science labs
- Post 16 study room (all Post 16 students are issued with their own laptops)
- Fitness suite
- Sports Hall
- Science demo lab with the capacity to present to all classrooms
- Theatre with a capacity to seat 250 people
- Dance Studio
- 4 on site pitches
- 4 tennis courts
- Seminar room
- 3 art studios
- Conference facilities

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UNIFORM LIST

UNIFORM AND APPEARANCE

It is the policy of the Governing Body of Holy Trinity Academy to require students to wear our distinctive uniform neatly and to follow the appearance requirements. Below is a list of the various items.

Parents are asked to ensure that all clothing is clearly marked with the student's name.

GENERAL UNIFORM

Blazers must be worn at all times unless permission is given to remove them by a member of staff. Outer coats should be a black or navy in colour. No form of 'hoodie', track suit top or sports top must be worn as an outer coat, it will be confiscated and parents will be asked to come in and pick it up. The Blazer will become the outer coat whilst in school.

Trousers must be sensible tailored school trousers—no jeans or fashion trousers that are stretch fabric, too tight, have belts or buckles or other ornamentation. Skirts should be a decent length, no higher than just above the knee.

OPTION 1

Navy Blazer with School Badge
White blouse with reverse collar
Jubilee tartan pleated skirt

Red V-neck pullover

Black flat shoes. No boots, pumps, trainers or canvas shoes

Navy socks or tights. No trainer socks.

Apron or overall

OPTION 2

Navy Blazer with Badge
White Shirt
Tailored grey trousers

School striped tie

Red V-neck pullover

Black flat shoes . No boots, pumps, trainers or canvas shoes

Grey or black socks

Apron or overall

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PE KIT

GIRLS

Compulsory

- Navy polo shirt with red panels and white piping
- Navy shorts with red panels and white piping
- Navy tracksuit top with badges and white piping
- Navy tracksuit bottoms with white piping
- Navy PE socks with red and white hoops
- Shin pads and football boots
- Gum shield

BOYS

Compulsory

- Navy polo shirt with red panels and white piping
- Navy shorts with red panels and white piping
- Navy tracksuit top with badges and white piping
- Navy tracksuit bottoms with white piping
- Navy PE socks with red and white hoops
- Shin pads and football boots
- Gum shield



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MOUTH GUARDS AND SHIN PADS

Parents are expected to provide students with mouth guards for use when playing hockey and rugby and shin pads for use when playing football and hockey.

JEWELLERY & MAKE UP

Jewellery should not be worn. If students have pierced ears a maximum of two small plain gold /silver studs (one in each ear) on lower lobe is allowed. Nose studs, upper ear piercings and facial piercing, including tongue studs, are **NOT** acceptable. A recent piercing is not a valid reason for wearing unacceptable jewellery. The use of plasters as a means of covering up is not acceptable. No rings, bracelets, or chains (except a small crucifix if worn).

Make up is not allowed. Students who arrive wearing make-up or nail varnish will be told to remove it before they are allowed in class. For safety reasons finger nails should be kept to a reasonable length. False nails are not acceptable under any circumstances.

HAIRCUTS

We appreciate that fashions in haircuts are constantly changing and schools have to cope with trends. However, students should have hair of a 'natural colour' **NOT** have streaks, etched or engraved designs or cuts or styles that are extreme or below a **Number 2**. No dip-dyed hair or bleach blonde hair.

PASTORAL

The Pastoral system is the means by which individuals' personal, social, emotional and academic development is nurtured and monitored.

The school is divided into 3 Key Stages

Miss A Montgomery – Assistant Head Teacher leads Key Stage 3 and 4

Key Stage 3 – Year 7 & 8 (vertical tutoring)

Key Stage 4 – Year 9, 10 & 11 (vertical tutoring)

Mr J Doust Assistant Head Teacher leads Key Stage 5

Key Stage 5 – Year 12 & 13 (vertical tutoring)

The Academy is committed to offering excellent pastoral support and therefore we have full-time dedicated Pastoral Support Officers. The pastoral team access support from a wide range of agencies to ensure the students' needs are met.

Pastoral Manager – Mrs S Potts (Liddell House)

Pastoral Support – Mrs R Watkins (Assisi House)

Pastoral Support – Miss A Nelson (Fry House)

Pastoral Support - Mrs R Padfield (Johnson House)



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The vertical tutor group system allows students and tutors to focus on the following:

- Prayer and reflection
- Develop confidence and self esteem
- Encourage a sense of belonging
- Leadership and mentoring opportunities
- Support learning
- Home/school engagement
- Release individual and organisational potential
- Allow students to feel valued

Form tutors are in daily contact with students and are the first point of contact for parents. Tutors know each member of their form as an individual and offer day to day support and guidance for students. All tutors are skilled at easing the transition to Secondary School, helping with organisation, homework routines and building a cohesive tutor group with a “family feel”.

Tutors are equipped with a programme of activities to engage students, promote the school ethos, develop particular skills or provide support at key times of the school Year.

House Assemblies are used to inform students, addressing key issues, providing information and celebrating success. We provide a varied programme of assemblies which are delivered by teachers, outside speakers and the students themselves.

The pastoral system includes a team of other specialists who are able to provide targeted, individual support to those students with specific needs. Some of these include: -Teenage counselling service, a school nurse, Educational Psychologist, Attendance officer and Early Help Support.

Access to a wide variety of learning support is co-ordinated by the school’s SENCO. As a school we adopt a flexible approach which enables all staff or students themselves to make request for additional support for an individual.

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HOUSE SYSTEM

At Holy Trinity the well-being of each individual student is paramount and our vision is to enable student's to reach their potential academically, socially and develop their relationship with Christ. The House system generates a further sense of identity and purpose; helping to develop leadership skills, loyalty and responsibility as well as healthy competition. On arrival, students will be placed into one of four houses; Johnson, Fry, Liddell or Assisi. Each house will regularly participate in a variety of different competitions throughout the year, these are led by a member of staff and supported by elected House Captains and Vice House captains who facilitate the organisation of the teams. The main areas of competition are:

ACADEMIC

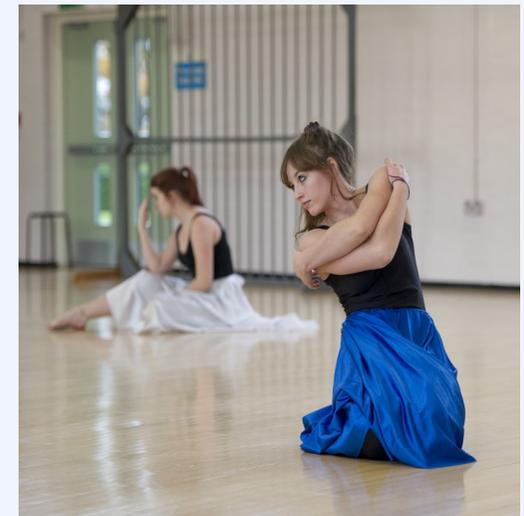
The Academy rewards students for exceptional effort and achievement within lessons and for contribution to school life. At regular points throughout the year these points are tallied against behaviour points and Houses with the highest number of points will be included into the overall House competitions.

SPORTS

Students will represent their House in a variety of different competitions throughout the year. These run on a Friday afternoon during Enrichment time. The competitions will all contribute to the overall Achievement House trophy as well as the individual House Sports Trophy

ARTS

The creative curriculum is of significant importance to the Academy with students regularly taking part in Performing Arts , Creative writing, Public speaking along with other enrichment activities which the students opt into. Throughout the year various competitions take place for students to represent their house and gain valuable achievement points.



CURRICULUM

The school curriculum is designed to provide students with a broad and balanced programme of study. When students first join the college they all follow a broadly similar curriculum. As they progress from Key Stage 3 to Key Stage 4 the curriculum becomes more personalised as it changes to reflect the needs, interests and aspirations of each student.

All subjects are taught by specialist teachers. The majority of subjects are taught in ability groups. Teachers use a variety of strategies for differentiation within lessons to ensure that all students are engaged, supported and challenged.

Years 7 and 8: The first two years have a curriculum designed to give all students their entitlement to a broad and balanced education, adapted to their abilities and needs that fulfils the requirements of the National Curriculum. All students study Religious Education, English, Mathematics, Science, Art, French, Geography, History, Computing, Music, Performing Arts, Physical Education, Citizenship and Technology.

During Year 7 and 8, students are prepared through the programme of careers education, with the help of staff, independent careers advisers and parents, for making appropriate subject choices for GCSE.

The curriculum in Key Stage 4 is much more personalised. All students follow a common core of Religious Education, English Language and Literature, Mathematics, Combined Science, non-exam Physical Education and Citizenship. Beyond that the student follows an elective programme chosen from a range of options. These include a range of courses delivered in the college in traditional subjects such as Art, Business Studies, Computer Science, French, Geography, History, Music, Physical Education, Product Design, Photography, Health & Social Care, Drama and Separate Sciences.



Special Educational Needs:

The school has formulated a policy on Special Educational Needs in line with the latest government Code of Practice and seeks to support all students with particular identified needs.

The SEN co-ordinator works closely with staff, students and parents to support learning and progress is carefully monitored within the schools assessment procedures.

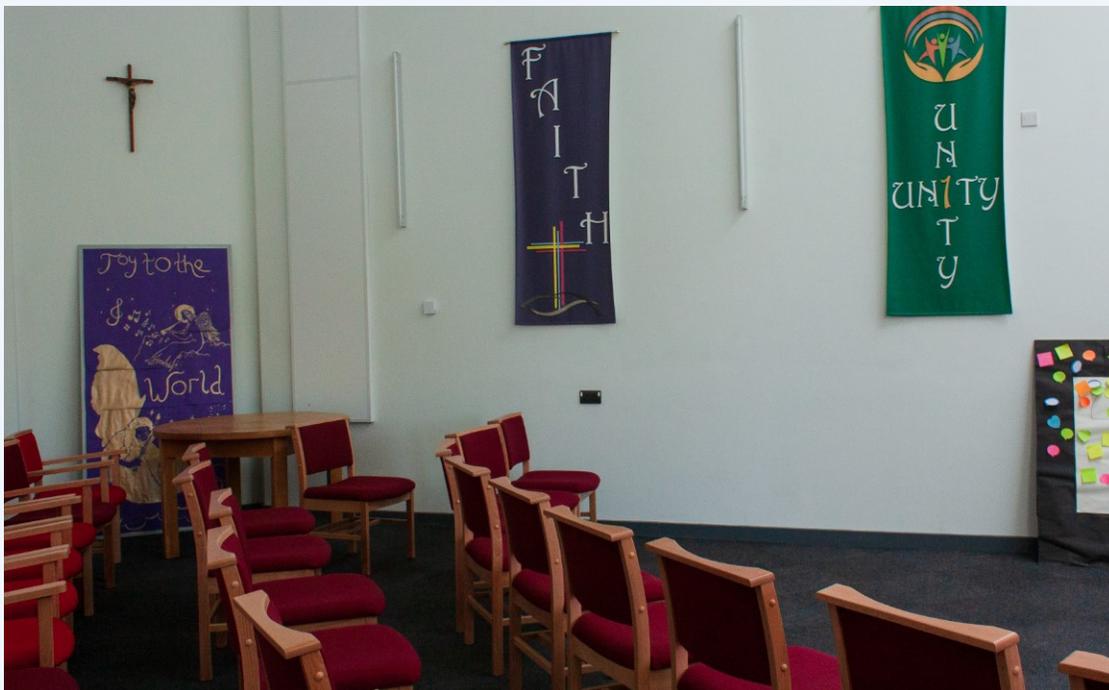
Homework

The school places considerable importance on homework, which is an essential part of each student's study programme. The School Homework policy is issued to Years 7 - 13 students in September. We hope that all students will have reasonable working conditions at home and that parents will encourage students to spend sufficient time over their work and to do it conscientiously, and away from distractions such as TV, the internet or smart phones. All students in Years 7 - 13 have a planner in which they are expected to record details of the homework they are set. Parents are expected to check and sign the planner on a weekly basis as this is a key method of communication between home and school. Subject teachers and form tutors may write comments to parents regarding students' behaviour or the quality of their work.

If a student does not seem to be receiving sufficient homework or if it seems excessive, parents are encouraged to contact the Form Tutor in the first instance. Details of the amount of time students are expected to spend on their homework is provided when students join the school.

The Show My Home Work (SMHWK) website is used to support communication regarding homework between staff, students and parents.





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Religious Education

As a Faith community we are committed to Religious Education as a key element of our curriculum. It is taught as an important subject for all students.

All Key Stage 3 students follow a programme approved by the Catholic Archdiocese of Shrewsbury and the Church of England Diocese of Lichfield.

At Key Stage 4 religious education is a core subject. Likewise at Key Stage 5 through our General RE programme. All year groups fulfil the minimum required hours for

Religious Education which is carefully designed to develop maturity of thought and understanding in social, spiritual, personal, moral and philosophical matters. Students will engage in a programme which enables them to have a good understanding of the teachings, beliefs and practices of both the Catholic and Anglican traditions and other world faiths.

Sex Education

The sex education programme is supported by the teaching and guidance of the Catholic and Church of England churches. It is designed to be appropriate for the ages and levels of development of the students and is taught largely through the PSHE, Religious Education and Science curriculums. The programme of study includes social and moral attitudes to sex and relationships in relation to contraception, abortion and marriage and family life. It also includes reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth.

While parents have the right to withdraw their children from sex education and relationships lessons, we believe these topics to be an important part of the spiritual, moral and social development of young people.



HOLY TRINITY

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SIXTH FORM

At Holy Trinity Academy Sixth Form we seek to create a unique learning community for everyone. Our Christian community works hard together to provide an experience that has life and learning at its heart and always reflective of the values of the Gospel.

Our sixth form students are well supported by an experienced sixth form team who provide a high level of support and guidance, both pastorally and academically.

Our Sixth Form Community has a dedicated work space with access to the latest technologies, including an individual laptop for the duration of their time in the sixth form.

Students follow a personalised programme of study with a wide range of A Level courses offered and all students complete an Extended Project Qualification.

All students are encouraged to take an active part in Enrichment Activities, allowing them the opportunity to take part in and develop new skills including leadership and mentoring of younger students.

ENRICHMENT OPPORTUNITIES AND LEADERSHIP

Enrichment

Every student will have the opportunity to participate in a variety of different activities on a Friday afternoon. These are delivered both on and off site and provide students with a rich and diverse educational experience outside of the classroom. The activities range from Golf to Public speaking to mock court room trials.. The Academy firmly believes in tackling social mobility and by providing a diverse enrichment experience it will fully equip students with the self-belief to succeed.

Recognition and Awards

Whilst we encourage all students to strive to achieve their best, we believe in promoting the value learning for its own sake and see that effort brings its own reward. We also have a system of awards to recognise notable achievements.

These include, postcards, certificates and badges; some of which will be presented in assemblies. There are Award Assemblies and various reward trips.

Leadership and Student Voice

Many of the activities that we provide for students give them plentiful opportunity to develop their communication and leadership skills. These include enrichment activities such as the Duke of Edinburgh Award and sixth form students as mentors to those lower down in the school. Training in leadership skills are offered to year 12 students through a residential course to the Conforti Institute in Glasgow.

Each tutor group in years 7-13 elects form representatives and from these representatives a student council is formed. The Student Leadership Team come from the Sixth Form and year 11. They lead the council in discussing issues raised by the students. These issues are then reported to School Leaders, giving all students the opportunity to voice their opinions.



CAREERS



Careers education and guidance is given by tutors, internal and external advisors on a regular basis. By year 11, students should all have plans for post-16 education with well researched alternatives. Central to the careers, is the ethos that all students should be well-rounded and well informed with regards to their development. Also have a clear understanding of the possible vocations appropriate and available to them, whether that involves continued education at HTA or elsewhere.

WORK EXPERIENCE

All students take part in a week of work experience in year 10 and 12 which is an integral part of their careers education programme.

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CHAPLAINCY AND SERVING OTHERS

As a school rooted in Christian faith it is vital that all students understand the vocation of serving others. Through regular structured tutor sessions students are asked to deepen their relationship and understanding of faith and what it means to serve. Charitable works and events are promoted within the Academy and students are encouraged to reflect upon their own meaning and asks them to be inspired to tackle social injustice both in the academy and in their wider community.

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PARENTAL PARTNERSHIP AND SUPPORT

We strongly believe at Holy Trinity Academy that positive parental relationships are key for students to succeed. We strive to achieve such relationships with all parents/carers and promote attendance at the following events:

- Parent's Evenings
- Awards Evenings
- School Performances
- Liturgical Services

Communication is vital to us so we can regularly keep in touch and inform parents/carers of important information and events this is done by:

- Termly newsletter
- School Reports (online access through the SIMS learning gateway)
- Holy Trinity website
- Holy Trinity Academy twitter

The Senior Leadership Team, tutors and student support services are here to assist all parents/carers in ensuring their children are enjoying the full educational experience but are also achieving academically, attaining the highest possible grades they are capable of. Attendance is a vital factor in a student's success and we are rightly targeting students whose attendance hampers their progress. We work with our parents and outside agencies to ensure that absences are kept to a minimum.

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ADMISSIONS

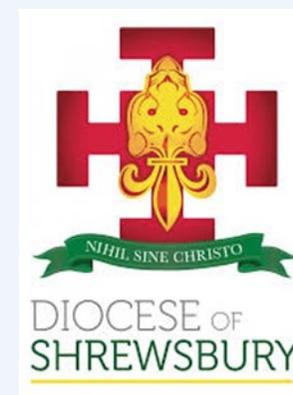
*Holy Trinity Academy welcomes children from all backgrounds and faiths .
The Sponsors of the Academy – the Catholic Diocese of Shrewsbury and the
Anglican Diocese of Lichfield - are committed to developing an inclusive
school.*

Academy Ethos Statement

Holy Trinity Academy is an inclusive faith-based school that serves the whole community of Telford & Wrekin, Shropshire and beyond. The Academy has a distinctive character and ethos, which reflects the teachings of Jesus Christ and Christian values and the principles of the Catholic and Anglican Churches. We ask all parents applying for a place here for their children to respect this ethos and its importance to the Academy community. We hope that all students who come to Holy Trinity will be able to participate (as appropriate) in the religious life of the Academy (including collective worship and religious education). This does not affect the right of parents to withdraw their children from collective worship and religious education and for those who are not Christians to apply for a place. Indeed, through our commitment to inclusivity, we actively welcome families from other faiths and no faith.

The Governing Body is responsible for the admission of students to Holy Trinity Academy and admits **150 students** to Year Seven each September. Out of the 150 places, the Governing Body intends to allocate up to 90 "Foundation Places" (for baptised Catholics and practising members of the Anglican and other Christian Churches); and at least 60 "Open Places" for the whole community (with precedence given within this category to students who attend certain designated "feeder" primary schools).

For full details of priority please see our website for details.



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SAFEGUARDING AND WELFARE

Our first priority at The Academy is your child's welfare. As a result we may on occasion have to consult outside agencies before contacting you. These procedures are tightly governed and we follow the process as detailed by the Telford and Wrekin Safeguarding Board. If you require further information please contact the schools Designated Senior Teacher or consult the Academy website.

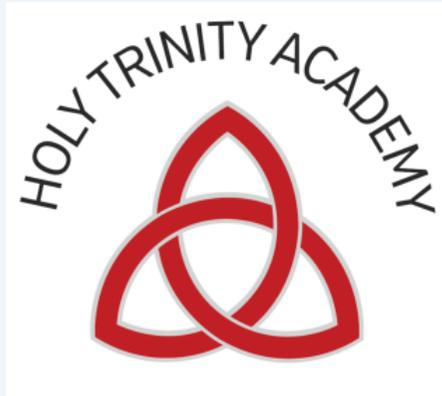
If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the academy or causes damage to property staff may need to take steps to intervene physically. In such circumstances staff will follow the academy's policy for dealing with such situations.

STUDENT SAFEGUARDING TEAM

We currently have a team of students working alongside Senior management ensuring their safety and emotional needs are met. They pick up on current trends and ensure all students get the education to keep safe.

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Any parent /carer wishing to have further information can access this from the academy website.



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