



# 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 privilege of serving the community of Holy Trinity Academy. At Holy Trinity Academy we pride ourselves on offering to all students: academic aspiration, caring pastoral support and an enriching extra-curricular provision. Jointly, these three aspects of school life are comprehensively underpinned by the Christian ethos of the school which permeates through all that we do.



Through the delivery of an enriching academic and stimulating curriculum we offer students the best possible opportunity to equip themselves with the necessary qualifications and skills for their futures and thus enabling them to access university, higher level apprenticeships or indeed employment. Additionally, we place great importance on the House system and enrichment opportunities which we feel further promote the attributes of determination, resilience, leadership and fostering a genuine care for others. These values are paramount in equipping our students to be work ready and make a difference to their own and other's futures.

Our purpose at Holy Trinity Academy is that every student is supported in their educational and spiritual journey, promoting and celebrating the dignity of the individual and to ensure that each student becomes a lifelong learner. 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*

## WELCOME TO HOLY TRINITY ACADEMY

### ABOUT HOLY TRINITY ACADEMY

Holy Trinity Academy is a caring community, set in a state of the art building, located in Priorslee on the edge of Telford. We actively encourage each student 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. Through the House pastoral system we believe it allows students to further their pride for the Academy and enhance the notion of healthy competition, hone their leadership skills and be given further responsibility in their community.

As such, 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 previously been available to them due to financial constraints or access. As a result, any pupil in receipt of Pupil Premium have the opportunity to take part in activities such as rock climbing, golf and horse riding to name but a few.





## 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
- 2 on site pitches
- 4 tennis courts
- Seminar room
- 3 art studios
- Conference facilities

## PASTORAL CARE

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 (Lead DSL)**

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)

**Pastoral Manager** – Mrs S Potts (Liddell House)

**Pastoral Support** – Mrs K Handy (Assisi House)

**Pastoral Support** – Miss A Nelson (Fry House)

**Pastoral Support** - Mrs R Padfield (Johnson House)

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.

## TUTOR GROUPS

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

- 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



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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, 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 every half term in their extended PE lessons. 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.



## TUTORING

Each tutor group has a mixed age group profile (vertical tutoring). Form tutors are in daily contact with students and are the first point of contact for parents.

Through the vertical tutor group, all 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.

This work is aided by the mixed age of the tutor group and has developed a collective "family like" feel to each tutor group looking out for each other.

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.

This will include a guided reading comprehension programme, numeracy challenges, general knowledge quizzes and Acts of Collective Worship which occur on a daily basis.

Acts of Collective Worship are used to promote and deepen each member of the school communities relationship with Jesus Christ. Pupils are invited to reflect on their own purpose and often challenged to think about how they can individually best serve their community, both in and outside of school.

As a result there is a large amount of charity work which takes place at Holy Trinity as a whole school, House and tutor group levels.

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 a request for additional support for an individual.

## WELCOME TO HOLY TRINITY ACADEMY

### 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 to ensure that all students safety and emotional needs are met.

This group help by picking up on current trends and ensure all students get the education to keep safe.

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



## HIGH PERFORMANCE LEARNING

Holy Trinity Academy is adopting the High Performance Learning (HPL) philosophy and framework in order to support all students in reaching high levels of educational performance and lifetime success.

Based on the very latest and most highly respected educational research, it maintains the philosophy that it is possible to provide the conditions for which all students can reach the heights that have traditionally been regarded as reserved for the few.

HPL is based upon the work of Professor Deborah Eyre who recognises 20 generic characteristics which, if developed well, enable students to gain the skills needed for academic and lifetime success.

The Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) become the common language which students, staff, parents and all stakeholders use in order that the philosophy that 'all can achieve' becomes a reality.

We are a HPL pathway school working towards world class status.

In two years' time we will be officially recognised as joining the ranks of the very best schools across the world in raising aspirations and academic performance.



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## 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.

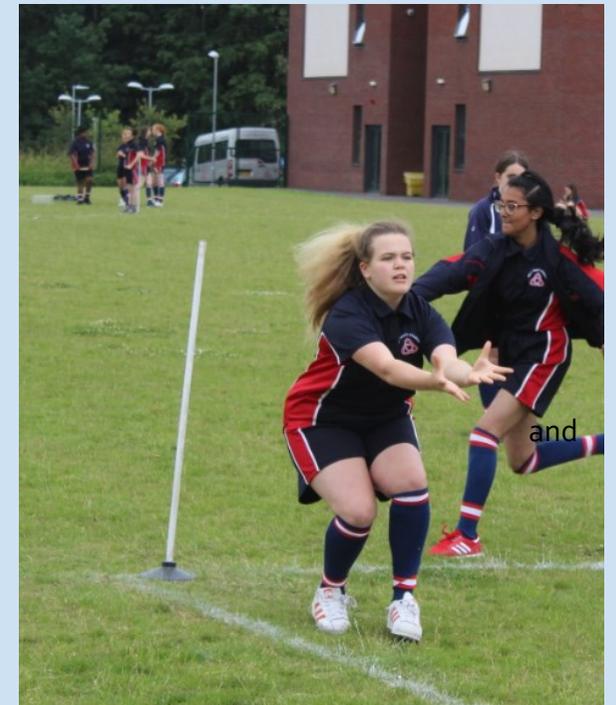
The curriculum in Key Stage 4 is much more personalised. All students follow a common core of Religious Education, English Language and Literature, Computing, Mathematics, Combined Science, non-exam Physical Education and Citizenship. Beyond that the student follows an elective programme chosen from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



## Extra-curricular activities

Extra-curricular activities are an important aspect to school life at Holy Trinity Academy and an expansion to the varied curriculum which is on offer. The Sports, Music, Performing Arts and Arts are on offer to all pupils and not just the elite performers.

These opportunities, coupled with the enrichment programme and 10:10 Award mean that the pupils at Holy Trinity Academy have an extensive array of life enhancing activities which all pupils are encouraged to be part of.



### **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, 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.



## 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.

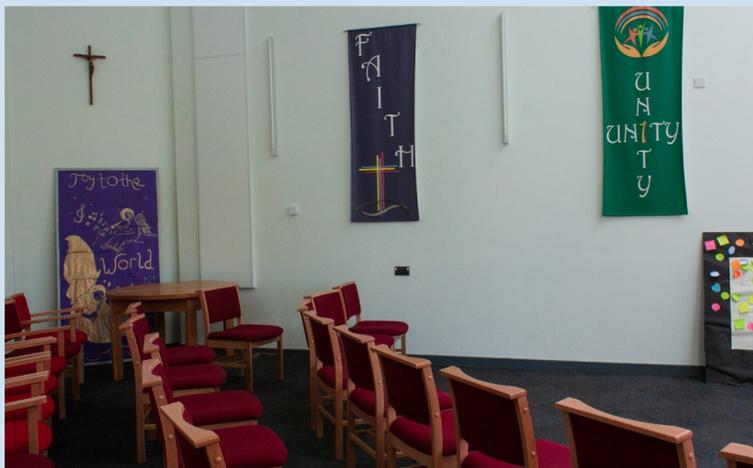
At Key Stage 4 religious education is a core subject. Pupils study the Christianity and Judaism papers. At Key Stage 5 all students study the General RE programme and some students will opt to study for the Religious Studies A level. All year groups study RE for the minimum number of hours stated by the Bishops of England and Wales.

Religious Education is 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.



## ENRICHMENT OPPORTUNITIES

### 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 Horse Riding to Public speaking to painting with Oils. The Academy firmly believes in tackling social mobility and by providing a diverse enrichment experience it will fully equip students with the self-belief and determination to succeed.

### Recognition and Awards

Whilst we encourage all students to strive to achieve their best, to 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 the privilege system, praise postcards, certificates, badges and the end of year; whole school awards. There are reward trips offered every term for pupils who attain 97% attendance and have a good behaviour record.

### 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 is offered to year 12 students through a residential course.

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.



### 10:10 Life in all its fullness award

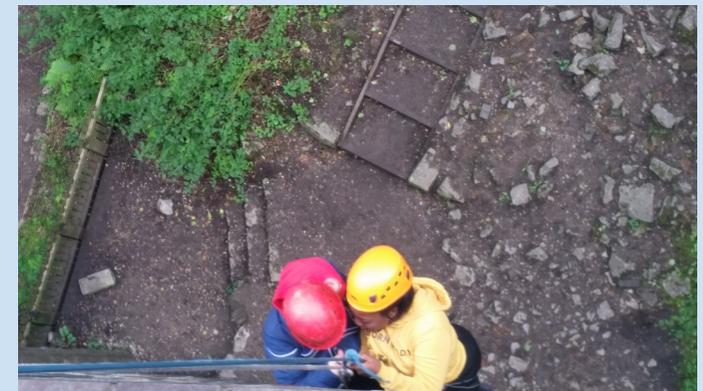
At Holy Trinity we are passionate about the wider educational opportunities we can offer to students. We have a firm belief that life long learning needs to be nurtured through both the high aspiration that each and every student can attain great things, coupled with different learning opportunities which are often delivered outside of the classroom.

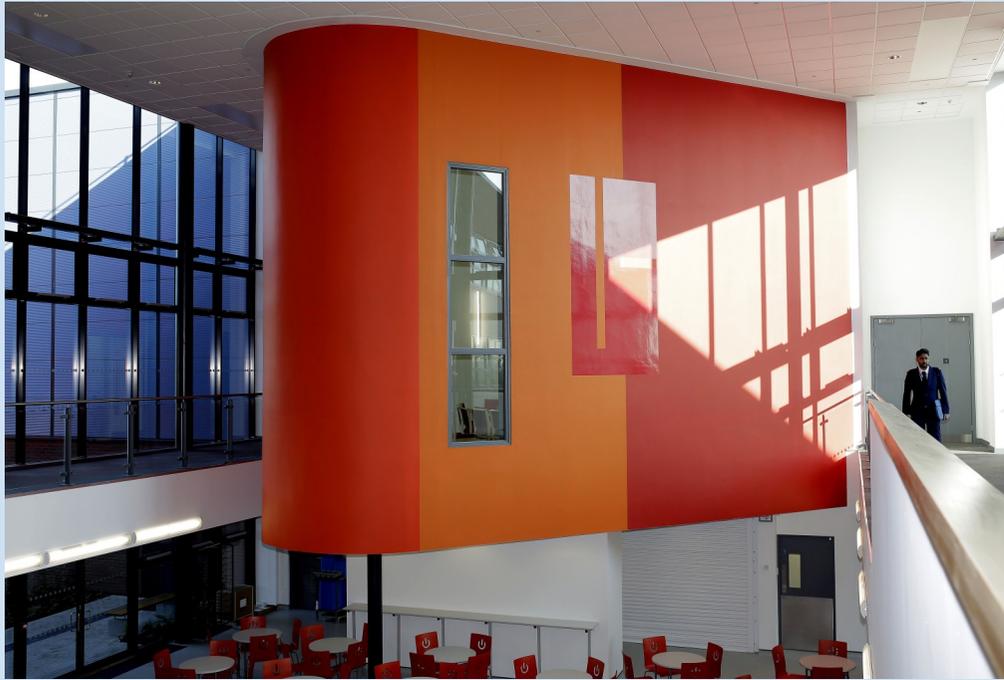
We have introduced the 10:10 award to all pupils at Key Stage 3 and it involves pupils gaining experience in 7 different key areas which include:

- Internationalism,
- Compassion,
- Achievement,
- Service,
- Resilience,
- Responsibility
- Teamwork

The programme allows all students to get outdoors and includes opportunities to develop resilience by walking up the Wrekin or more challenging terrain on the Long Mynd. This is also developed further with all pupils being given the opportunity to experience camping both locally and further afield.

By developing these skills of teamwork, resilience and often personal challenges, we aim to equip our pupils with the skills needed later in life and enhance their own self belief that anything is possible if you set your mind to it, along with the understanding that hard work and perseverance are two personal qualities which will help you overcome anything life has to throw at you.





## 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. 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

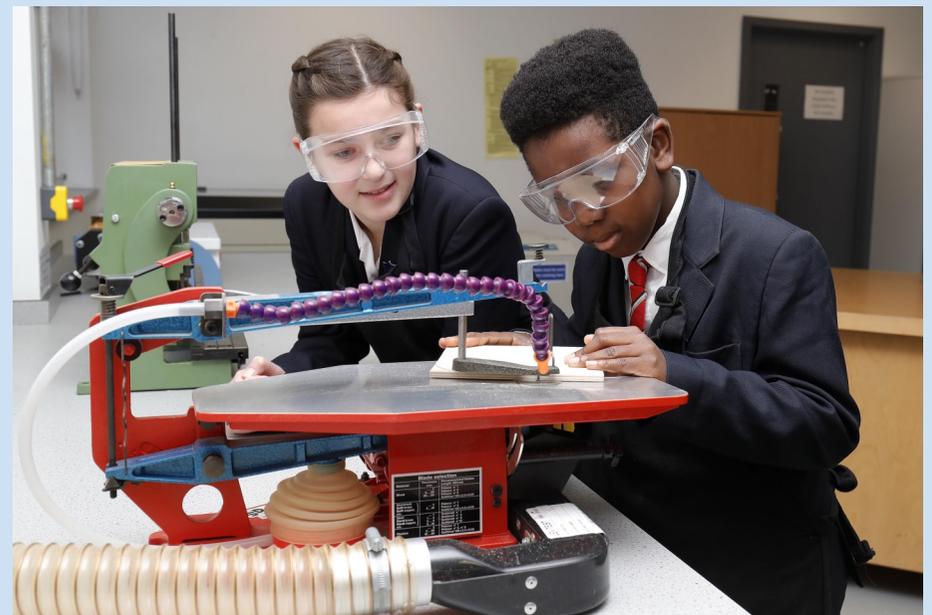
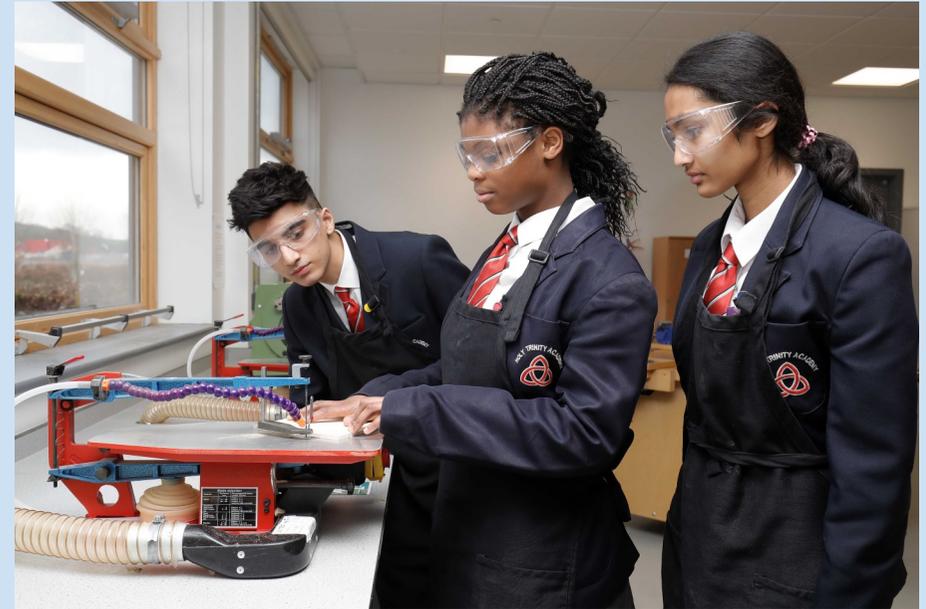
We strongly believe at Holy Trinity Academy that positive parental relationships are key for students to succeed. We strive to achieve such relationships with all parents/carers and promote attendance at the following events:

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

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

- Edulink One app
- Termly newsletter
- School Reports (online access through the Edulink one app)
- 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. Attendance is a vital factor in a student's success and we will target students whose attendance hampers their progress. We work with our parents and outside agencies to ensure that absences are kept to a minimum and students are recognised and rewarded when they show a high level of attendance.



## WELCOME TO HOLY TRINITY ACADEMY

### ADMISSIONS

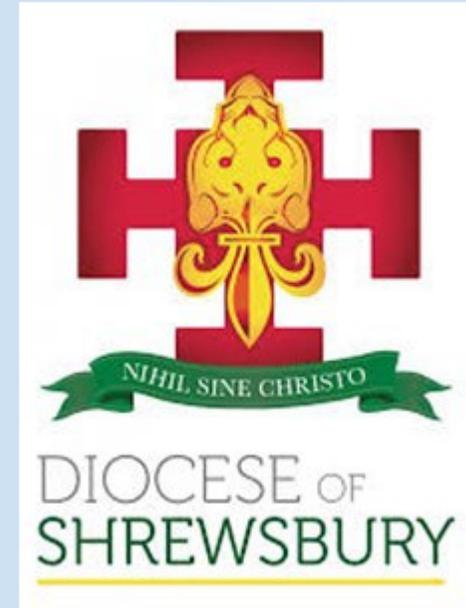
*Holy Trinity Academy welcomes children from all backgrounds, faiths and no faith. The Sponsors of the Academy – the Catholic Diocese of Shrewsbury and the Anglican Diocese of Lichfield - are committed to developing an inclusive school that embraces both the Christian and the wider community of Telford and Wrekin, Shropshire and beyond.*

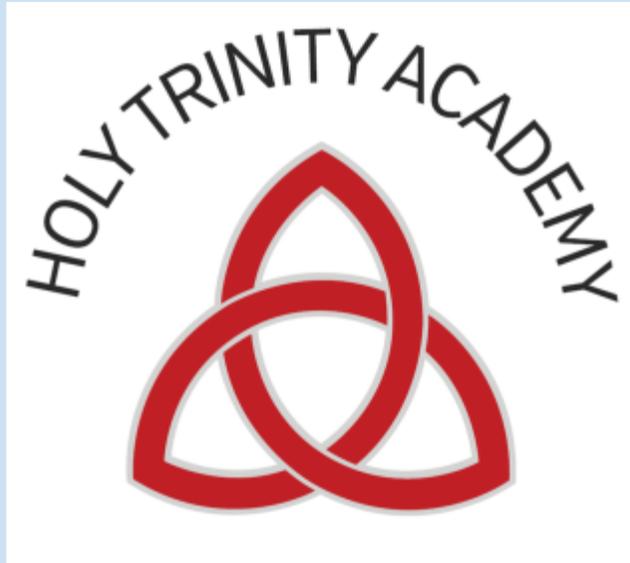
#### *Academy Ethos Statement*

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 Admissions arrangements please see our website for details.**





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