



PROSPECTUS  
**2020**

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**The most transformational  
academy in England**

## Introduction

It is an exciting time at our academy. The results we achieved in 2018 mean that Trinity Academy Sowerby Bridge (TASB) is comfortably in the top 1% of the most improved schools in the country, and makes the academy one of the highest-performing schools for progress in the Calderdale local authority.

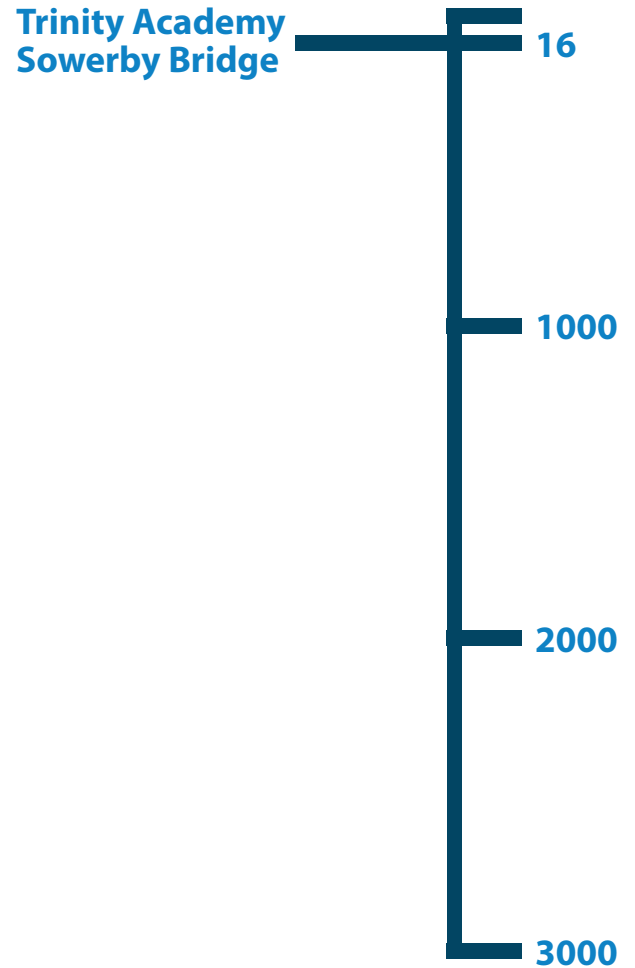
This remarkable improvement is only the start of our journey. TASB aims to be 'the most transformational academy in England' and is committed to doing the simple things well, all of the time. We are guided by our core values of Empathy, Honesty, Respect and Responsibility, which run through every aspect of school life.

Although we are very proud to share the 'Trinity' name, we have our own unique and distinct identity. We reflect the local community that we serve, and offer a wide range of opportunities for students and parents to shape the experience that we offer.

That said, being part of a Multi-Academy Trust does bring a number of benefits. We are like-minded people who share the same values. We invest heavily in our people, teaching and support staff alike, because they make the difference.

If you would like to be part of an academy that ensures that there are no ceilings placed on what young people can achieve, we look forward to welcoming you here.

**Charlie Johnson**  
Principal



**Of the 3269 schools with progress scores published in 2017 and 2018 performance tables, TASB was the 16th most improved school in the country**

## Our Curriculum

**Our aim is to help our young people become well-rounded citizens who are empathetic, honest, respectful and responsible at all times.**

At the heart of our curriculum is inspiring teaching and learning. We want students to enjoy their lessons, because we know that when they do, they will achieve more. Our staff undergo weekly training to help them deliver lessons that are consistently vibrant and engaging.

We offer a broad and balanced curriculum. Students in Years 7 and 8 study a range of subjects with a core focus on success in maths and English to secure excellent numeracy and literacy skills. From Year 9 onwards, students enter into their GCSE studies where they will access a range of options.



## Empathy

**We have empathy so that we may have compassion for others and be sensitive to their feelings.**

As considerate members of the community, we take the time to listen to the thoughts and feelings of others. For our students, this takes place daily, during Vertical Tutor (VT). VT allows students from Year 7 up to Year 11 to mix. This expands friendship groups and encourages older students to take on leadership responsibilities and inspire younger students. After four years of schooling, older students can empathise with students of all ages and help them make the most of their time here.

During VT we observe a two minute silence, reflecting on our interactions with others and our impact on the wider world.

Empathy underpins our approach to bullying. We have successfully implemented an anti-bullying policy which has significantly reduced the number of bullying cases across the academy.



*"It's important to relax and just be yourself. There will always be someone looking out for you."*

## Honesty

**We are honest because we tell the truth, do the right thing, and are trusted by other people.**

We regularly seek students' views as we recognise that this is their academy. We do this through questionnaires, voting on issues that are important to young people and regular meetings with leaders. We encourage students to tell the truth so we can do the right thing by them.

As staff, we are honest with one another and are committed to open feedback that improves the way we do things. We have created an environment where feedback is always constructive and moves us closer to our goal of being the most transformational academy in England. In the same way that leaders give feedback to staff, staff do the same to leaders. Every member of the academy is in contact with our students so their views, opinions and comments play a part in moving us forward.



*"I like coming into school and speaking to my teacher. She always makes me feel better when I am sad."*

## Respect

**We are respectful, of ourselves, of others and of our world. We want to treat people equally and earn respect from them.**

At TASB we teach students that, through respecting the opportunities they have been given, they can achieve more than they ever thought possible. Our job is to teach students to look beyond their own perception of their abilities and seek new, more ambitious horizons.

In the classroom, we respect others to ensure that no learning time is wasted. Through a relationship founded on mutual respect, adults provide high quality instruction where the teacher is seen as the subject expert. We also ensure that whenever anybody is speaking during a lesson, adult or student, that we give the person 100% of our attention, 'tracking' them to not only show respect, but to learn from them.

All members of our academy model the respect that one day will allow them to make positive contributions to both the local community and the wider world.

*"When we're in lessons we 'track' whoever is speaking. It means we really take notice of what is going on – whether it's someone teaching, or one of my friends asking a question."*



## Responsibility

**We are responsible. We make the right choices, do all things to the best of our ability, and succeed in our goals and ambitions.**

We give our students the ability to make the right choices and this comes through the power of knowledge. Staff are committed to helping students recall information as well as impart new knowledge. Students have the responsibility to learn through their knowledge organisers and seek the advice of adults when they are unsure.

Alongside academic knowledge we are committed to ensuring our students receive a wide and varied extra-curricular programme. Where a student does fall behind we recognise our responsibility to act quickly to get them back on track as quickly as possible. Interventions are tailored to the needs of individual students, whether the needs are academic or pastoral.

As students grow and learn the power of responsibility, we create every opportunity to ensure they reach their goals and ambitions. This is to ensure not only academic success, but to support young people as they compete for places at university and in the world of work. In this respect we have high expectations and accept no excuses.

*"I have joined the film club. It is the perfect option for me because it is interesting and fun. It's always good to hear what everyone thinks about the movie."*



## What others have said

*"The quality of senior leadership is impressive. Leaders provide very clear vision and direction for the school and this is reflected in the dramatic difference that they have made to outcomes for pupils in a very short space of time."*

**B11 Education [Led by a practising Ofsted inspector],  
February 2019**

*"Students behave extremely well in and out of lessons. They are typically courteous and polite with each other and with staff."*

**Local Authority Review, November 2017**

*"All staff are in no doubt that it is everyone's responsibility to play their part and keep children safe."*

**Ofsted, May 2017**

*"The school's vision of high expectations is well-understood by staff and pupils alike."*

**B11 Education [Led by a practising Ofsted inspector],  
March 2018**

*"Behaviour during lessons is excellent as is student movement."  
"High standards and expectations are clear and all staff work hard to ensure that these are met."*

**Trinity MAT review, March 2019**

*"The staff know their students well and have clear systems in place to support their needs. These systems are consistently delivered and are having impact across all areas."*

**Pupil Premium Review [Lead by the Abbey MAT], March 2019**

*"Leaders at all levels understand the effectiveness and impact of their work very well and use appropriate evidence from a range of sources effectively to support their judgements."*

**Local Authority Review, March 2017**



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