

## Hull Trinity House Academy – SEF Summary 2014-15

Contextual Statement	
<p>HTHA is unique, with a 200 year nautical heritage. HTHA is an academy for boys, steeped in history and tradition and has an outstanding reputation both locally and beyond the City of Hull. Trinity House is an integral part of Kingston upon Hull's history. The academy is situated in the very heart of Hull City Centre.</p> <p>We are oversubscribed but our admissions criteria ensure that we remain true to our origins by allowing access to students regardless of their ability, background or area of residence. We are a truly inclusive academy and continue to appropriately adapt to our changing cultural, social and diverse intake. We have a very supportive parent body and the academy's Governors are committed to ensuring that the academy standards and expectations are maintained.</p> <p>Hull Trinity House Academy remains very proud of its history and traditions and our motto 'Spes Super Sydera' (Hope beyond the Stars) still neatly sums up our academy's aims.</p> <p>Similarly our mission statement 'Striving together to achieve excellence in everything we do' also illustrates the academy's clear determination to work with the students, parents, carers, and anyone else that can help to provide every student who is educated at our academy with the best possible education.</p> <p>Although the academy is non-denominational, it has strong Anglican connections and considers that Christian values and traditions are a worthy basis for life, but recognises the need to balance its proper concern for Christian principles with the need to foster recognition and awareness of, and tolerance and understanding for, other cultural groups.</p>	

**Effectiveness of Leadership & Management  
2015****Updated : December****Overall Grade****2****Ofsted Feb 2012****2**Evaluation  
Summary

Having moved from our site of 171 years, the Leadership Team has successfully re-established the culture and ethos of our 200 year nautical heritage, into our new building. Detailed planning has been needed to lead the academy through a 5 year phased expansion that will see the academy double in size and have an almost 50% increase in staffing. The curriculum has been modelled to ensure that it remains broad and balanced through this phase of transition and meets the needs of both the students and external requirements. These changes have been successfully managed by engaging the staff, students, Governors, parents and sponsors in the vision for the academy. Throughout the 3 year process of planning and moving our academy into a new building, the best interests of the students have remained paramount. There is a clear focus on continuous improvement. The primary focus for 2015-16 is the progress of the most able students and this permeates all aspects of academy improvement from SLT planning, through departmental improvement planning to individual Appraisal targets. The SLT has been strengthened through the appointment of an additional AP whose focus is on the quality of teaching and learning and the ongoing professional development of staff. There is a robust system of self-evaluation and quality assurance at the SLT level and this is now being developed with the middle leaders across the academy. The quality of teaching and learning and the ongoing professional development of staff has continued to be a priority within our Academy Development Plan.

Areas for  
Development in  
the Academy  
Development  
Plan for 2015-16

- Working on the professional development of all of our Subject Leaders and developing a Subject Leader Induction and Development Programme will be an absolute necessity to secure consistency in standards across the academy.
- Implementation of a new QA schedule driven by SLT in the first instance. Then to further develop, upskill and empower Subject Leaders.
- Further refine and streamline the whole school assessment, reporting and recording procedure to ensuring that progress is accurately judged and monitored through the period of changes to national grading and progress measures.

<b>Quality of Teaching, Learning &amp; Assessment 2015</b>	<b>Updated: December</b>
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<b>Overall Grade</b>	<b>2</b>		<b>Ofsted Feb 2012</b>	<b>2</b>	
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Evaluation Summary	<p>Our programme of expansion has resulted in almost 50% of our staff having been at the academy for less than two years. Therefore, it is essential that we remain focused on the quality of teaching and learning within the Academy Development Plan.</p> <p>A lot of work has been done on the use of data rich seating plans, Assessment for Learning, Differentiation and Independent Learning strategies which have had a particularly positive impact on the progress of the least able and middle band students.</p> <p>This year there is a relentless focus on ensuring stretch and challenge for the most able (Level 5+ on entry students)</p> <p>Reform of the GCSE's and removal of Levels from the National Curriculum have been responded to by the introduction of a new assessment system which has a planned roll-out in line with the reforms timeframe.</p> <p>In order to support departments through the Curriculum and Assessment changes the line management of subject leaders has been revised to provide clear and direct support from SLT. A key focus in the summer term 2015 was on the quality of Marking and Feedback as the new Marking and Feedback Policy was launched in response to the findings of recent self-evaluation.</p> <p>The curriculum model remains broad and balanced, with some alterations made year on year to accommodate the expansion.</p> <p>We are fully staffed with specialist staff in Sep 15 to meet the needs of the increasing student population.</p> <p>Our destinations information is outstanding with 98-100% of all students going on to appropriate further education, training or employment, which reflects the quality of our Information, Advice and Guidance offered at the academy and the high calibre of the students leaving HTHA.</p>
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Areas for Development in the Academy Development Plan for 2015-16	<ul style="list-style-type: none"> <li>• Working with all teaching staff to ensure that stretch and challenge is built into all lessons, planning and Schemes of Work, enabling the most able students to fulfil their potential.</li> <li>• Further developing Teaching and Learning through the sharing of good practice to ensure better progress for all students.</li> <li>• Continuing to work on the consistency, quality and impact of marking and feedback to ensure that it is firmly embedded across all subjects, and in doing so, securing improved progress for all students.</li> </ul>
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Personal Development, Behaviour and Welfare			Updated: December 2015		
Overall Grade	2		Ofsted Feb 2012	2	
Evaluation Summary	<p>Our unique heritage, culture and ethos, in combination with our intrinsic belief in SMSC, underpins our expectations in terms of behaviour.</p> <p>Moving site into an 8-storey tower block, whilst at the same time expanding, has presented a number of opportunities and challenges. The leadership team have ensured prudent budget management and the effective use of our sponsor, external agencies and off-site provision to meet these.</p> <p>Behaviour is good, with time and resources given to recognising positive behaviour in response to student feedback.</p> <p>There has been a noticeable decline in Fixed Term Exclusions (FTE) and removals from lessons. Alongside the improvement in behaviour has been an improvement in attendance.</p> <p>There is a programme of SMSC and assemblies to work with students to keep them safe. The introduction of the Complementary Curriculum is successfully addressing learning and employability skills.</p> <p>Students are given many opportunities to develop leadership skills through peer mentoring, anti-bullying ambassadors, schools council and the Officer Structure (prefects) as well as having the opportunity to represent the academy and the City at a variety of civic functions. Through the use and promotion of our Core Values, we are working with students to understand the real life significance of British Values.</p> <p>All staff are trained in Safeguarding each year and there are well established practices and expectations within the academy to ensure that any concerns regarding students are recorded and passed on.</p> <p>Support from Student Services is available to all students at any time. The appointment of a full-time qualified and experienced student counsellor has further enhanced this provision. Surveys completed by parents at Parents Evenings indicate that parents believe that students are safe and well-cared of in the academy and that concerns are effectively addressed.</p>				
Areas for Development in the Academy Development Plan for 2015-16	<ul style="list-style-type: none"> <li>• There is a continued focus on improving attendance.</li> <li>• Embedding the new behaviour framework to improve behaviour, raise aspirations and reduce the number of FTE.</li> <li>• Reduce the disparity between groups in terms of behaviour.</li> <li>• Development of the new House System is to further nurture pride, ownership and responsibility (as well as the obvious competition)</li> <li>• Continue to further develop and refine the Careers offer across the academy.</li> <li>• Embed the promotion of positive behaviour through acknowledging and rewarding the 'invisible good'.</li> <li>• Student safety with regard to the new site has remained paramount.</li> </ul>				

Achievement		Updated: December 2015			
Overall Grade	2		Ofsted Feb 2012	2	
Evaluation Summary	<p>Attainment : this relates to the final grades that the students leave with.  Progress : this looks at the student attainment, and measures it against their starting point.  Attainment + Progress = Achievement.</p> <p><u>Attainment</u>  <b>Sep 15</b> - The Attainment in 2015 across many of the areas of the curriculum was outstanding, with a number of subject areas getting results that were significantly above national figures when compared to girls, as well as boys. Overall attainment has improved from 2014 with a cohort which has broadly similar ability on entry.  Capped8 APS is expected to be Sig+ when all results are correct in the validated RAISE release. English APS and Maths APS are both Sig+ and Languages are Sig+ for boys.  Our 5 x A*-C (inc EM) is 70% which is the highest for 3 years and well above a National figure of 56%.  Overall performance of approved subjects is strong at A*-C. Several of the subjects that caused concern in 2014 have improved with two of them achieving 100% A*-C.  Disadvantaged students at HTHA outperformed disadvantaged students nationally.  <b>Nov 15</b> – Update: Current tracking indicates that Attainment continues to be Good or better across the vast majority of subjects.</p> <p><u>Progress</u>  <b>Sep 15</b> - Despite the students passing their exams with B and C grades not all achieved the A/A* grades they were predicted to be capable of based on Key Stage 2 data.  Overall progress has improved considerably and is no longer Sig-.  Expected progress for students in English Language is Sig+.  Overall progress in the eBacc subjects has improved.  Progress of disadvantaged students has improved in most areas. However, the gap between disadvantaged students and other students has widened.  The progress of SEN students is Good. It has improved overall and is above national.  Expected progress of disadvantaged students at HTHA is broadly in line with the progress of non-disadvantaged students nationally, indicating that the additional funding received to support these students has been well used.  <b>Nov 15</b> – Update: Current tracking in Year 11 indicates the upward trend is continuing and would demonstrate Good or better progress.</p>				
Areas for Development in the Academy Development Plan for 2015-16	<ul style="list-style-type: none"> <li>• Progress of the most able students requires improvement, so that these students are achieving the A*/A they are capable of.</li> <li>• Maths Attainment (A*-C headline) was outstanding, but this masked the lack of progress made by the most able and disadvantaged students. This will remain a priority until it is resolved. A new Subject Leader for Maths has been appointed for September 2015.</li> <li>• Those subjects who did not achieve as well as predicted in 2014 will be supported throughout 2015 to ensure a more positive outcome.</li> </ul>				

Overall Grade	2 +		Ofsted Feb 2012	2	
Evaluation Summary	<p>All teaching staff have received training on the integration of SMSC in their daily practices, both explicitly and implicitly and there are SMSC posters in every classroom.</p> <p>All teaching staff have received training in British Values, and how these can be naturally incorporated and identified in daily practice.</p> <p>SMSC is on the timetable in KS3 to ensure that students are made aware, explicitly of what SMSC is about. SMSC opportunities are also included in Schemes of Work and Lesson Plans in all subjects.</p> <p>Everyday practices are embedded in the ethos of SMSC and the Core Values of the academy to ensure that all students are well rounded individuals who are prepared and ready to make a positive contribution to adult life.</p> <p>Student opportunities range from Parades and Chapel Services to Sailing and Fundraising. Students act as Officers (prefects) and have an active Schools Council. We believe that we prepare our students well for life in modern Britain. Our Destinations information indicates that we have very few NEETS,(less than 2% = 1 child) with the vast majority of our students going on to appropriate education or training.</p>				
Areas for Development in the Academy Development Plan for 2015-16	<ul style="list-style-type: none"> <li>• There is still some room for improvement in terms of how SMSC is planned for and applied to all subject areas.</li> <li>• As long and there is still verbal antagonism and some unpleasant name-calling, then there is still work to be done.</li> <li>• Embedding 'reflection' time in teachers practice and in students learning is an area for development for next year.</li> </ul>				