



Trinity 12

12 Months at Trinity Academy Bradford

Edition four - Summer 2025





Welcome to Trinity12

Head Boy & Head Girl

As the academic year draws to a close, we are pleased to welcome you to this addition of Trinity12, celebrating the 4th successful year of Trinity Academy Bradford. We are honoured to have served as Head Boy and Head Girl in such a dynamic and inspiring year, for all year groups. This year will stand as a celebration for the ongoing success, creativity and resilience that all students, from Year 7 to Year 11, have held with pride and have showcased throughout this past year.

All year groups will agree that this year will be one to remember. Our Year 7 cohort have shown an outstanding transition into the academy, and as Year 11 students, it is great to see how quickly they have transformed their conduct into becoming professional TAB students. Years 8 and 9 have also shown great pride and resilience in choosing their GCSE options. Although it may have been a tricky decision for them, we are confident that everyone has chosen the correct path, ensuring the greatest success for their future. As for Year 10, they have adapted their demeanour endlessly, whilst learning a large portion of their GCSE content, and completing their first set of mocks, in the run-up to their very quickly approaching final year.

Finally, nobody can be blinded by the fact that we and our fellow students in Year 11 have had a whirlwind of a year, with the endless GCSE exam pressure, and difficulty in choosing our next steps beyond Trinity. However, we know that all staff and students will agree that this year's Year 11 cohort have managed the pressure exceptionally (And now we can enjoy a long 10-week summer!).

It has also been intriguing to watch the new building for TAB bloom into perfect shape with all the workers working tirelessly to deliver this treasured dream to the younger years. Although we are deeply disappointed that we cannot enjoy this luxurious new build, we know that it will be greatly appreciated by all staff and students in TAB.

We also think it's very important to thank all our teachers, senior leadership team and other members of staff that work so hard behind the scenes. The endless support, determination and hard work that teachers and staff, past and present, put in daily does not go un-noticed in their crucial role of providing the best experience for all TAB students.

Aaron & Precious



Summary

Over the academic year, Year 7 and Year 8 students have participated in Trinity Talks, an initiative designed to promote and develop students' oracy skills. Trinity Talks follows a rotating structure, with each subject area focusing on a different speaking style—from interviews to poetry. For each style, students work towards a success criterion that complements their new oracy skill, helping them practice effectively with their peers.

The Trinity Talks began with students developing their presentation skills in Computing and Enterprise lessons. Alan O'Donohoe, a specialist teacher in Technology and ICT who tours Northern England, visited the academy. He provided students with invaluable insights and enthusiasm, equipping them with the skills needed to confidently present their chosen computing hero. As a reward for their hard work, Mr O'Donohoe returned to lead an exciting workshop exploring how STEM and computer science integrate into everyday life.





In November, the Humanities department led the Poetry Trinity Talk, where students crafted meaningful poems inspired by Remembrance Day. They were encouraged to explore various themes, such as remembrance, symbolism, women in war, civilians, or wartime conditions. To inspire their writing, former armed forces personnel, Martin and Terry, visited the academy, sharing their experiences and explaining the significance of Remembrance Day. Martin had served as a Royal Navy medic on submarines, while Terry, who spent nearly a decade in the armed forces, now works with SSAFA, a charity supporting ex-service personnel and their families. To celebrate the students' achievements, their poems were published in the inaugural edition of Trinity Academy Bradford's Remembrance Day Collection 2024.

To foster group collaboration and communication skills, the Maths department led a robot design challenge. Students worked in groups of four, each assigned a different part of the robot—head, body, arms, or legs. They then described their designs before presenting their robot to the class, where others attempted to sketch it based solely on their descriptions. Students who worked collaboratively and presented with confidence were invited to the TAB Board Game Festival, where they enjoyed learning new board games and indulging in sweet treats.

With the start of the new year, students expanded their Spanish language skills by learning how to complain in a Spanish restaurant. They practiced effective communication through greetings, ordering food, and making complaints. Their performances showcased excellent Spanish pronunciation and spontaneity in dialogue. Those who demonstrated particularly inventive and expressive complaints earned the title of MFL Champions for the year.

During British Science Week, students engaged in Trinity Talks in Science, centred on the theme 'Change and Adapt'. Working in pairs, they explored one of three key projects: improving biodiversity within the school environment, reducing food waste in school dinners, investigating how animals and plants adapt to their surroundings. After thorough research and preparation, students presented their findings to the class. Those who demonstrated strong teamwork and developed insightful projects were invited to the Science Extravaganza, a interactive workshop featuring exciting experiments.

To conclude the year of Trinity Talks, students focused on effective debating techniques in their English lessons. They learned the REAL approach—Reason, Evidence, Analysis, and Link back to the original point—to prepare for a debate on the question, "Is it ever okay to lie?". Year 7 students connected the discussion to Shakespeare's *Romeo and Juliet*, debating whether their secrecy was justified or harmful. Year 8 students applied the debate to *Othello*, exploring both the motives behind deception and its consequences.



A Year In Sport

Year 7 Football – Boys

Year 7 have enjoyed an outstanding season, with training sessions held every Wednesday and an impressive level of commitment throughout the year. A standout moment in the Bradford Schools Cup group stage was their remarkable 10-1 victory away at Co-op Grange. Despite finishing second in the group—due only to the number of matches played - they secured a spot in the knockout rounds. Unfortunately, their journey came to an end in the Quarter Final against the eventual champions, Beckfoot Bingley. The Y7 footballers also had the opportunity to represent TAB in the Trinity MAT games, where all secondary schools from across the MAT competed in a 7-a-side tournament at Trinity Academy Halifax where they went unbeaten and won the event! Reflecting the school's growing sporting success, TAB entered the County Cup for the first time in many years. However, they faced an exceptionally strong Rastrick side, resulting in a first-round exit. It's been a season filled with great performances and promising progress, certainly something to build on for the future!

Year 8 Football

Year 8 have shown incredible dedication and enthusiasm throughout the season, maintaining outstanding attendance at training despite a series of cancelled fixtures due to challenging winter weather. Their hard work paid off as they progressed from the group stages to the Quarter Finals, where they faced the eventual champions, Immanuel College. In a closely contested match, they fought hard but were edged out 5-3, with two late goals sealing their exit from the cup. The team also enjoyed a thrilling friendly match against TMAP rivals Trinity Academy Halifax, securing a hard-fought 4-3 victory. This talented group of players deserved even more from the season,

having entered it with high hopes of building on last year's success and claiming the Bradford Schools Cup. Though the outcome wasn't what they had envisioned, their unwavering enthusiasm, passion, and work rate have been exceptional. A huge well done to Year 8—your efforts and commitment have been brilliant!

Whole School Cross Country / Athletics

The Trinity MAT Games are held each half term across the Trust, showcasing a variety of sports. In Term 1, the annual football event took place at Trinity Academy Halifax, where the Year 7 boys were unstoppable, finishing unbeaten and finishing 1st. The girls also put in a strong performance, winning three of their five games to claim 3rd place.

The Indoor Athletics competition, hosted by Trinity Academy St Edward's in their impressive new Sports Hall, saw our students give their all, earning a fourth-place finish. In the TMAP Netball event for Years 7 and 8, 20 students represented TAB at Trinity Academy Grammar, finishing fifth in both year groups. Despite the results, their sportsmanship and dedication were commendable. Later in the year, Trinity Academy Cathedral hosted a combined event featuring Rugby League and Boccia. Our Rugby team performed exceptionally well, securing second place after winning every match except the final, where they faced a highly skilled and physical Trinity Academy Halifax side. Meanwhile, our Boccia team finished last, though the competitive aspect of Boccia was only part of its inclusion.

As one of the most accessible sports, it provided SEND students across the MAT a valuable opportunity to participate and proudly represent their school.

Year 7 & 8 Basketball

This season has been a tale of growth and triumph for our Year 7 and Year 8 basketball teams. Year 7, despite facing tough opposition and limited fixtures in the Bradford Schools League, showed remarkable improvement with every game. A standout moment came in their narrow loss to Bradford Foster Academy, where they battled bravely against a significantly taller team and were edged out by just one point in a thrilling contest. Their commitment to training and eagerness to learn has laid a strong foundation for the next season, where we're excited to see them return stronger and more confident. Meanwhile, Year 8 enjoyed an outstanding campaign, going unbeaten and ultimately being crowned champions of the Bradford Schools Competition after a thrilling final against Immanuel College. Their success is a testament to their incredible dedication, teamwork, and resilience, especially in a season disrupted by cancelled fixtures due to facility issues. Both year groups have demonstrated exceptional enthusiasm and sportsmanship throughout, and we couldn't be prouder of their efforts. A huge congratulations to all involved—your hard work and passion have truly shone this season!

Still to come...

At the time of this article being written we still have the Cricket at Barwick-in-Elmet CC and Summer Athletics at Thornes Park Stadium to look forward to in the final term of the year!

A fantastic effort from all involved—these events continue to highlight the talent, determination, and spirit of our students!

Year 7 & 8 Rugby League

The rugby academy students have grown from strength to strength throughout the year. With a large focus on defense and safe tackling towards the start, our players newer to the sport were able to build confidence in their tackling which prepared us well to take multiple victories at the Bradford Schools 9s Festivals. We faced some tough opposition in the large players of Carlton Bollin and experienced Beckfoot Thornton, but our skills, teamwork and determination pulled us through with some champagne rugby on display. A massive thank you and well done to the students representing us this year in the rugby academy.

Year 7 & 8 Netball

Netball has faced challenges this year, yet students have demonstrated remarkable dedication to training, consistently attending the club on a weekly basis. Although opportunities for fixtures have been limited, both Year 7 and Year 8 participated in the TMA Games, where both the Year 8 & 7 teams achieved fifth place finish.

Additionally, this year, we made the decision to compete in the Calderdale netball tournaments against all other schools in Calderdale. The year 8 students fought extremely hard to make their way through to the final, narrowly losing to North Halifax Grammar school.

While the Year 7 team did not place, staff commended their resilience and effort throughout the tournament, highlighting their potential for future success. Both teams remain highly motivated, eager to refine their skills and enhance their match play in preparation for next season.





Summary

This year all Phase Two students have wholeheartedly engaged with the Phase Two Trinity Challenge initiative. The initiative encourages students to participate in a range of challenges to broaden their opportunities and develop life skills throughout the year. Challenges include putting on a load of washing to support your family, plant something and help it grow, learn basic first aid and iron a shirt. Students have been awarded a bronze award for completing 20 challenges, silver award for completing 25 challenges and a gold award for completing 35 challenges. Well done to Jacob G, Amy W, Jacob C, Hadia A, Archie G, Harry K, and Gracie J on receiving all three awards.



Lloyds Careers Day

On Friday 9 May 2025, our Year 8 students took part in the Lloyds Bank Careers Day. This was led by Lloyds Bank. The day started with a presentation looking at the different skills needed for certain careers. This allowed the students to explore different careers options for when they leave school. Students also were able to rank their strengths against certain careers choices. In the afternoon, students worked together in a team and became consultants to the Sugar Cat Café in which they had to develop a pitch about how to improve the café. Students then delivered their pitches to the rest of the year group using skills they had developed through our Trinity Talks programme. Lloyds Bank were blown away with our student presentations and commented on their public speaking skills. Well done Year 8.





Earthshot

Summary

This year our Earthshot club have been busy making our school cleaner, greener and kinder. The focus of our work this year has been achieving the Eco-Schools Green Flag status, an accreditation which acknowledges the work of young people in environmental action. As part of this award, we have been considering how we can make our new building as an environmentally friendly as possible. We have also been working hard to educate both staff and students on ways to be environmentally friendly by creating an information board and presentations about the recycling policies at school which were delivered in form time. Part of our work has also included reaching out to those in the wider world; we were very happy to welcome our Earthshot Governor Mr Gott into club to help us write a letter to our local MP about recycling in Queensbury. One of the most fundamental aspects of our work this year has been frequent and consistent litter picks which have kept our school site cleaner than ever! We are looking forward to moving into our new building next year and seeing how we can make Trinity Academy Bradford even more environmentally friendly.

Born in Bradford

In January, all Phase Two students were involved in the 'Born in Bradford' Research Project. The project provided a unique opportunity for students to provide data to help improve the health and wellbeing of families in Bradford. Students had the opportunity to measure their blood pressure, height, weight, body composition, and skinfolds, movement assessments and memory assessments. The day was a fantastic opportunity for our students who represented the academy with pride, asking questions and engaging with the researchers. Following the dropdown day, 30 Phase Two students volunteered to provide blood samples to further support the research project.



EBacc - History, Geography, Spanish, RS

Summary

This year has been a transformative one for the EBacc department. I was proud to step into the role of Curriculum Leader, and it's been a privilege to lead such a passionate and dedicated team. From day one, our focus has been on developing the curriculum and creating memorable experiences for our students.

A highlight of the year was our Year 11 field trip, which allowed students to experience Geography in action- giving students a powerful connection to the topics they've studied. We're also eagerly preparing for our upcoming trip to Belgium, where students will explore key World War I sites — an unforgettable opportunity to deepen their understanding of the past.

Our History Club, hosted by Mr Farrar, has flourished. Welcoming guest speakers from local universities who've inspired students to think critically about their futures, in addition to studying local historical events such as the Bradford City fire. We marked Remembrance Day in November with exceptional poems written and spoken as part of our Trinity Talks initiative. In June, some Year 10 historians are heading to watch a production about the life and work of Malcolm X. We've also introduced breakfast revision sessions before both Year 11 Geography and History exams, which have been a huge success in supporting Year 11s through their exams with confidence and calm.

This year has marked exciting growth for our MFL department. We proudly introduced French as an extracurricular club, giving students the opportunity to broaden their linguistic horizons beyond the classroom. A key focus has also been on developing spontaneous speech through our Trinity Talks. This has helped students build the confidence and fluency needed for real-world communication.

Looking ahead, we're excited to welcome a new Deputy Curriculum Leader to the team in September. With fresh energy and a shared commitment to quality, the EBacc team is ready to build on this year's momentum and continue delivering an exceptional experience for our students.



A Year In Open Performance

Earlier this year, our KS4 Sport Studies students had the incredible opportunity to hear from a former England Lioness, who shared her experiences of competing at the elite level. She spoke about the challenges faced in professional sport, covering topics such as LGBTQ+ inclusion, mindset, and doping—offering invaluable insights that directly related to the content of their exam unit.

Her firsthand experiences provided students with real-world examples they could apply in lessons, bridging the gap between theory and practice. It was a truly inspiring session, giving them the chance to engage with someone who had experienced the realities of the sport they study.

On the final day of Term 5, our Year 10 Sport Studies students had the exciting opportunity to take part in a Mountain Biking day at LUBP. This valuable experience contributes to their qualification under the unit 'Increasing Awareness in Outdoor Adventurous Activities.'

Throughout the day, students developed essential skills, including conducting thorough bike safety checks, learning how to risk assess rides of varying distances, and exploring the technological advancements in cycling over the past two decades. They also had the chance to challenge themselves on trails rated up to red difficulty and navigate the woodland areas.

This annual trip is always a highlight, offering both learning and enjoyment, and this year was no exception. A fantastic experience for all involved!

In Term 3, our Phase Three Health and Social Care students had the invaluable opportunity to design, deliver, and evaluate their own Health Promotion Campaigns. Their focus was on raising awareness of the risks associated with poor child dental health or the dangers of heart disease and strokes.

Through this process, students not only strengthened their ability to present and articulate ideas effectively but also gained valuable experience in engaging with an audience—namely, a group of Phase One students. Additionally, this project deepened their understanding of the crucial role that Health and Social Care practitioners play within the community, reinforcing the real-world impact of their studies.

A fantastic achievement for all involved!





Geography Field Trip

In April, the Geography department took 71 Year 11 students to Malham Cove to carry out their physical geography fieldwork. The group enjoyed the coach journey, during which they were briefed on the day's timings. They also demonstrated their expert knowledge from previous lessons on how they would collect data in the river.

Malham Cove is an excellent site for students to experience, not just as a fieldwork location but also as an in-person example of both glacial landforms and an upland river—two key physical geography topics the students' study.

The group arrived in Malham at about 11 a.m. and, after a quick walk, set up for the day along the riverbank. Here, they watched Miss Lester and Miss Scott give an expert demonstration of each data collection method they would complete at the site, including velocity, depth, and pebble size. They repeated the data collection several times, recording their findings in their fieldwork booklets, which serve as evidence for their GCSE.

The group then took some time to enjoy lunch in the sun. This provided a great opportunity for the students to take in the landscape they had been working in, discuss their findings with each other, and ask staff any questions. It also gave them a chance to work on their art skills as they completed a field sketch of the section of the river they had been surveying.

After lunch, the group moved further upstream, where they got straight to work completing additional data collections on the river to observe changes in the river system. The students had a great time in the river, working together to collect data while also enjoying the experience of engaging with an environment they would not usually have the opportunity to work in.

Before heading back to the coach, Miss Lester gave a masterclass on the formation of Malham Cove and how it has changed over time. The group also observed climbers, which highlighted Malham's role as both a tourist attraction and a glacial landform—demonstrating how interconnected the geography topics the students study are.

The Year 11 students were outstanding geographers on the day and excellent representatives of the school. Their behaviour and mature attitude, combined with the lovely weather, made for an excellent and incredibly valuable experience for all involved.





In term 4, our Year 7 student leadership team visited Goodwin House. Whilst there, students made Easter and Eid crafts and spoke with the residents. Students also had opportunities to play games with the residents.

We look forward to strengthening the bond between Trinity Academy Bradford and Goodwin House in the upcoming academic year.

Community Club

As an academy this year, we have introduced a Community Partner and a Charity for each Phase. At Phase One, our community partner is Goodwin House. Through our student leadership teams, we have had the privilege this year to support the residents at Goodwin House.

In term 2, our Phase One student leadership team met to discuss how best we can support the residents at Goodwin House over the year. The student leadership team went to their tutor groups to also gather ideas.

At Christmas time, our tutor groups were assigned residents at Goodwin House to make Christmas cards for. Tutor groups had some time dedicated to making their cards. Our Year 8 student leadership team delivered the cards at Christmas. They also met with the residents and played some games.



Student Prefect

This has been truly a tremendous year for the student prefect team as we have been tasked with different obstacles this year. However, we successfully tackled all the challenges we were faced with as we were fully equipped with innovative, creative and people that made being part of the team an absolute pleasure. Such people were: Chloe, Cheryl, Inaya, Jesse, Chad, Alice, Cadeyrn, Ayesha, Demi, Aimee, Abigail H., Abigail W, Harry, and Lucy. It is unfortunate that space would not permit me to enlighten you on all the remarkable things that these marvelous people have achieved. They are truly assets to the team.

There have been various challenges that we as a team have been confronted with, but because of the remarkable personalities we were blessed with, these challenges were nothing but mere hurdles that we powered through. An outstanding task that we were faced with was organising prom. The theme was almost impossible to decide on, but we successfully agreed on glitz and glam as a compromise for everyone. Sorting out the seating plan was quite a challenging task as we tried to keep friend groups together despite differences.

Although we looked forward to strengthening the bonds in Queensbury community between its members, we could not achieve this due to certain circumstances. However, we happily hand over such a wonderful task to next year's prefect team.

We as a whole truly found it a pleasure to be advocates for the entire of our year while trying to work behind the scenes to make school life better for their schoolmates. This has truly been a blissful year for us as a team as we have stemmed through the flood of exams and tasks and emerged victorious in gaining not just great work ethics but strengthened cordial relationships between each other as a group.

As Head boy and Head Girl, we would like to thank all of our team mates for such a valuable experience to be a part of this amazing group. Thank you for your contributions. Thank you for your sacrifices to come to the meetings after school and all your efforts to make year 11 a truly remarkable year in your own ways. Thank you very much.

Aaran Williams - Head Boy
Precious Azigbo - Head Girl





Bronze Award

The 24/25 cohort of Year 9 students have engaged with the Duke of Edinburgh award like no other year before. The award has grown from around 40 students completing their expedition last year to now almost 120 keen students lacing up their boots and raring to go on this year's expedition. Hours of volunteering spent supporting the local community and people in need; hours of physical activities, bettering your fitness or improving at a sport and finally, hours of skill-based activities, most opting to learn life skills through the trinity challenge program. This is what it takes to be one of the hardworking, dedicated, independent and resilient students that will be achieving their Duke of Edinburgh award. The expedition on top of this will be the final challenge to push students outside of their comfort zone. Problem solving, teamwork and just a bit of grit will be necessary to see this year's cohort through two days and an overnight camp under the distant supervision of the volunteers from our staff body. Distant supervision is a unique opportunity for students to struggle, get lost and hopefully, find it within each other to show the determination they will need to find success with minimal guidance from staff. Hats off to this group and fingers crossed for the weather.





Outward Bound - Y7

At the end of February 2025, 144 students headed to the Outward-Bound Centre at Ullswater. This year, we have moved our residential to the bigger site at Ullswater. This gave our students more opportunities for teamwork and responsibility due to the increase in the amount of kit that they were responsible for. The Outward-Bound trust is a charity which aims to expose young people to the outdoors and teach them the skills needed to get the most of the outdoors. This year, the trust has pledged to support the proposed Outdoor Education Bills in Scotland, England and Wales so that every child can experience an outdoor residential before they leave school. Trinity Academy Bradford firmly believes that an outdoor residential allows the students to reach potential that they can't within the classroom.

Before we set off, key members of staff had the opportunity to personalise our course and select the skills that we wanted the students to learn whilst at the centre. This year we focused on the fact that all of our actions have consequences, whether good or bad. When students got to the centre, they took part in the infamous 'jog and dip'. This allowed the students to think that their action, running around the lake, would have consequences when they entered the cold lake.

Whilst at the centre, students took part in a wide range of activities such as gorge walking, visiting Aira Force Waterfall and mountain climbing. All the activities started with a brief about their actions during their activities and the consequences this may have. There were many success stories whilst at Outward Bound. A student that made significant progress whilst at Outward Bound was Jackson M. Before we went on the residential, Jackson had expressed how he was worried about heights on the trip and the aspect of mountain climbing. However, by the end of day one, Jackson had made it all the way up to the top of Hallin Fell. A huge achievement and we are all incredibly proud of Jackson for making such significant progress.

When returning to the academy, students were given an assembly about how their actions within school also have consequences. We encourage the students to bring the lesson they have learned whilst at Outward Bound back to the classroom.

We are excited to have already launched Outward Bound 2025 to our new cohort and already can't wait to see what they will achieve next year.



Competitive Edge

Year 10

Since September, our Year 10 students have embarked on Phase Three of the Competitive Edge Programme—an initiative designed to give them a distinct advantage as they prepare for life beyond school, whether in further education, training, or employment.

A key feature of this phase is the opportunity for students to hear from inspiring keynote speakers throughout the year. These sessions are designed to broaden students' perspectives, build resilience, and motivate them to pursue their goals with confidence. So far, we've welcomed a fantastic lineup of professionals who have shared their personal journeys and valuable insights:

Jess Clarke – Jess delivered a powerful talk on personal growth and resilience, sharing how she overcame significant challenges to achieve her success.

BBC Careers – Bitesize School Tours – Students gained a behind-the-scenes look at careers in media and broadcasting, learning about the wide range of roles available at the BBC.

Helena Aston – Helena inspired students with her honest and uplifting story, highlighting how a positive mindset and determination helped her overcome personal and professional barriers.

Matt Zina – Matt emphasized the importance of a positive, solution-focused mindset, encouraging students to face challenges with confidence and a "can-do" attitude.

This term, students will also take part in a group careers session, offering tailored guidance on their next steps. Delivered in partnership with C+K Careers, this session will help students explore future pathways and understand the support available to them both in

school and beyond.

Our Year 10 students have been given—and will continue to enjoy—a unique opportunity to tour the site of our exciting new school build, guided by professionals from Kier Construction. These behind-the-scenes visits not only offer a fascinating glimpse into the development process but also provide valuable insight into the wide range of careers available within the construction industry.

Looking ahead to September, as our current Year 10s transition into Year 11, they will participate in two dedicated drop-down days focused on post-16 and Careers and Wellbeing and a mock interview drop down day. Students will also be given the opportunity to apply to be part of our student prefect team including the position of Head Boy and Head Girl.





Year 11

This academic year, Year 11 students at the Academy have taken part in two enriching "Drop Down Days" designed to provide first-hand experience and insight into life beyond secondary education.

The first event, held in December, featured a carefully curated timetable of activities aimed at preparing students for their future careers. Pupils selected three workshops tailored to their interests and aspirations. These included A-level and apprenticeship taster sessions, as well as informative talks that debunked common myths surrounding post-16 options. In addition, every student received a one-to-one guidance session with a C+K Careers Advisor and attended assemblies led by local colleges and apprenticeship providers—ensuring they are well-informed about the paths available to them.

The second Drop Down Day focused on careers and wellbeing. A wide range of external guests delivered engaging taster sessions, offering students valuable insights into various industries. Highlights included workshops in Acting, Computing, NextGen, The Woof Pack, Lighting Engineering, Theatre Seamstress, Kier Construction, and White Rose Education. The day was a resounding success, once again providing students with exceptional opportunities to explore their next steps.

Meanwhile, the Student Perfect team has been hard at work behind the scenes. In addition to planning the Year 11 Prom and Leavers' Assembly, the team has played a vital role in representing student voices across the school. They've actively gathered and shared feedback, ensuring that the wider student body is heard and supported.

These initiatives reflect the Academy's ongoing commitment to preparing students not just academically, but holistically, for the exciting journeys that lie ahead.





Lloyds Work Experience Izzy Penhligon-Bond

During the work experience trip to Lloyds we were able to develop teamwork skills, were able to work with people in our school's year group which we usually wouldn't be inclined to work with, and were able to work with students from other schools, whom we otherwise would not interact with, allowing us to learn from their knowledge and takes on information provided during the experience.

During the first day we were introduced to the Lloyds Banking Group Team, who provided a welcoming environment and helped ease any nerves we had over this new experience. They provided useful insights to the basic workings of Lloyds Bank Group, utilising their expertise. This first day of this experience provided an introduction to the wonderful people

who we would be working with and a safe environment to ask questions and learn.

On the second day of our experience we did a presentation acting as business consultants to the Sugar Cat Café using methods such as SWOT and providing one key concept idea, after a long hard think our group decided our key concept idea would best be suited to be renewable energy. To construct the presentation which had to develop and demonstrate teamwork and communication skills within our group to ensure the presentation was ready within the time limit and so that everyone was able to participate.



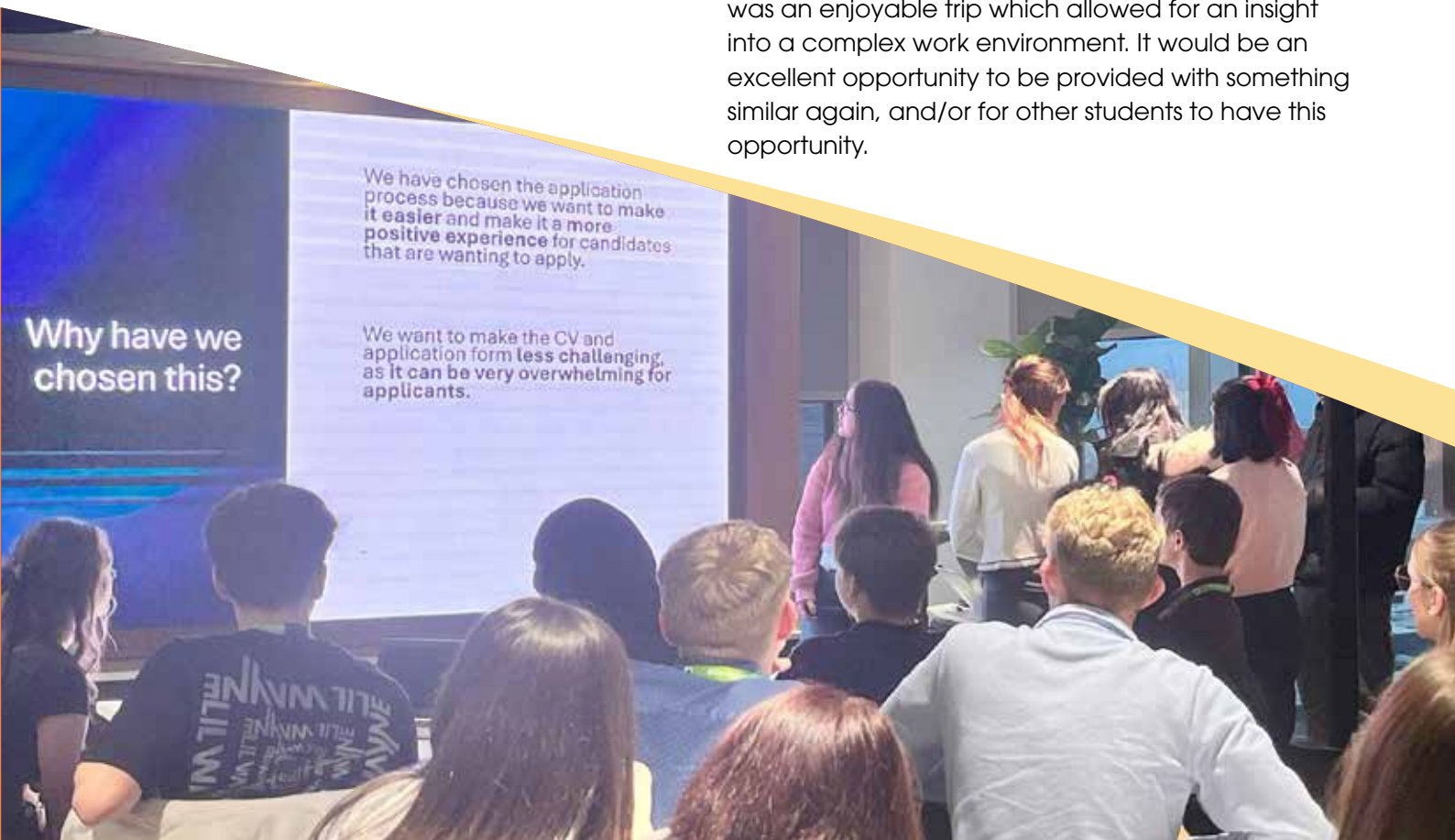
Throughout the third day we were spoken to by a selection of lawyers within Lloyds Banking Group who explained to us the different responsibilities of solicitors and barristers. The key differences consisting of barristers being experts in courtroom advocacy, and typically being the type of lawyer who is hired by a client to represent them in court; while solicitors handle the majority of preparation work for court cases and are often hired by companies to manage legal matters. We were also provided with the knowledge of how to become lawyers and how it takes lots of hard work and dedication but that anyone from any background can become a lawyer.

Day four provided a similar experience to day one and two, but still allowed us to develop key skills which would be key for a job in a company such as Lloyds Banking Group.

Our final day provided an experience based on Dragon's Den, this day had us working with students from other schools at the experience. This pushed us towards working in unfamiliar groups, with an unfamiliar situation; which tested our resilience. The task on this final day had us negotiating and debating with other groups, testing key skills for a working environment.

The task on this final day had us negotiating and debating with other groups, testing key skills for a working environment.

Overall the Lloyds Banking Group work experience was an enjoyable trip which allowed for an insight into a complex work environment. It would be an excellent opportunity to be provided with something similar again, and/or for other students to have this opportunity.





Summary

Following an incredible start to the Trinity Scholar's Program in 2023-24, the new Year 8 cohort have gone further and experienced even more!

The group have met weekly to deepen their understanding in geopolitics, artificial intelligence, fictional protest books, ancient political thinkers, and public speaking. The independent study encourages ownership of further reading and understanding on extra-curricular topics. Class discussion with critical thinking is a real skill practiced, week-in, week-out, in Scholars. Students are getting an undergraduate style academic experience, to broaden their horizons for future opportunities.

There have been visits from the Trinity Sixth Formers. Scholars have begun to appreciate the journey and what it takes to take A-levels, beyond strong GCSE grades! The Head of Sixth Form Scholars, Claire Whitworth, gave our students insight into what it takes to become a Trinity Sixth Former and continue in the Scholar's Program. The four sixth formers shared their experience and stories of the benefits of both doing A-levels and exploring life and experiences outside school- namely, travelling and volunteering, gaining work experience, as well as the commitment required to attain the best academic grades.

The Year 8's have had the opportunity to listen to the Year 9 Scholars presenting their chosen independent studies on Climate Change, as well as their enthusiastic, intellectual debate around the benefits and drawbacks of smart phones today in all areas of life! This was a glimpse of what is in store for them in Year 9.





There was a visit from a Cambridge colleague for both Year 8 and 9 Scholars. The lecture style presentation featured a question-and-answer session around how to apply to Oxbridge and what your grades needed to look like. The hour was inspirational and raised awareness of future opportunities.

We are excited to be attending the Oxford outreach programme event at Bradford College in July. Year 8 Scholars will have an amazing day, meeting undergraduates and post-graduates alike. There will be activities and presentations to keep our Scholars entertained and informed!

Finally, the Downing Street Trip, inside N0.10, was nothing short of fantastic! It was such a privilege to spend two full hours there. The students were on top form and really showed off the Professional Standards expected at TAB. We spent time in the Cabinet Room and the White Room where Sir Kier Starmer holds meetings with Government Officials from around the world. We were also impressed to find out that Sir Kier insists

on drinking Yorkshire Tea! The experience did not stop there, however. Mr. Taylor took the Scholars on an exciting tour of London, taking in the sights at Buckingham Palace, Whitehall, and Trafalgar Square!

Next year's cohort have much to live up to, yet, here at TAB we are proving that anything is possible!





Outward Bound - Y10

Summary

In February, we took thirty-three Year Ten students to Aberdovey for the inaugural Y10 Outward Bound Trip. The trip ran from Monday to Friday and saw students and staff get stuck into canoeing, mountain climbing and scrambling just to name a few! We were also very lucky to spend a night under the stars as part of an overnight expedition. The expedition included carrying and pitching our own tents, cooking our own food and stargazing. As part of the trip there were many opportunities for some cold-water exposure with everyone getting involved in the jog and dip and those brave enough partaking in the jetty jump. As always, the Outward Bound trip was a fantastic opportunity to build confidence

and resilience as well as a chance for our students to put our professional standards into action outside of school. We saw some excellent conduct from our students, including George who successfully led his team through a difficult canoe, Garrison who carried multiple backpacks on expedition and Harry who created a call and response song to keep his group moving! The conduct of our students was even commented upon by staff from other schools, who were very impressed by how our students included their students in a game of rugby. As they move closer to their GCSEs, we hope our Outward Bound students take the lessons of resilience and hard work with them and become secure in the knowledge they can do hard things and be successful. We are very proud of the handful of students who impressed the Outward Bound staff so much they were invited back to a summer camp at a discounted rate – we hope these students continue to work upon the fantastic skills demonstrated in February and have an enjoyable summer. We are so proud of all the gains the students made on the trip and are looking forward to returning to Aberdovey in 2026 with next year's Y10s!





A Year In English

Summary

This year has been another exciting one in the English department, filled with powerful plays, thought-provoking poetry, and some fiercely competitive wordplay!

September saw Year 9 take on Arthur Miller's *The Crucible*, exploring themes of power, superstition, and guilt, while Year 7 engaged with poetry and short stories that examined identity across different ages, cultures, and perspectives. Our Trinity Talks challenged Year 7 and 8 to debate the moral implications of lying, with top speakers earning an English games afternoon - culminating in a battle for the title of Scrabble Supreme.

Beyond the curriculum, our Creative Writing Club entered national competitions, with students' impressive work earning publication. In the Library, monthly book displays celebrated key events such as Black History Month, Holocaust Memorial Day, Pride Month, and International Women's Day. Students also contributed letters to the future for the 'We Will Sing' exhibition at Salts Mill, and thanks to Bradford City of Culture 2025, we were thrilled to receive 100 free books to enrich our collection.



Y11 Leavers

The Year 11 Leavers' Assembly was a heartfelt and unforgettable celebration, marking the end of an incredible five-year journey. The atmosphere was filled with a mix of nostalgia, pride, and excitement as students and staff gathered in the main hall to reflect on the milestones and memories that have shaped this cohort. Inspirational speeches from the Student Prefect team set the tone, offering words of encouragement, wisdom, and admiration for the resilience and growth shown by the students throughout their time at the Academy.

Laughter echoed through the hall as staff shared light-hearted, humorous videos—some poking fun at school life, others offering playful tributes to the students. A montage of photos and clips from the past five years brought smiles, cheers, and even a few tears, as unforgettable moments flashed across the screen. From the first day in Year 7 to the final exams, the assembly captured the essence of a shared journey filled with friendship, challenges, and triumphs. It was a fitting send-off, reminding everyone that while this chapter may be closing, the memories and lessons will last a lifetime.





Meet the Phase Leaders

Phase One



Hello, my name is Zoe McDermott and my role at Trinity Academy Bradford is Phase One Leader but I also teach History. I have a real passion for modern History and received my degree in Modern European History in 2015. I always knew that once I had gained my degree that I wanted to become a teacher. I studied my PGCE in 2016 – 2017 and was qualified in 2017. I started my teaching career at Queensbury School and have been here throughout the transformation to Trinity Academy Bradford. In my spare time, I enjoy mountain hiking. I have completed the Yorkshire Three Peaks challenge twice, with a best time of 10 hours and 27 minutes. My current challenge is attempting to walk all 214 Wainwrights in the Lake District. I thoroughly enjoy supporting our students to achieve their best, through our curriculum and an out extensive co – curricular offer.

Phase Two

Hello, my name is Liam Brown, I was educated at Liverpool John Moores University, where I studied Sport and Exercise Science, graduating in 2017. I then completed a PGCE in Secondary Physical Education at the University of Huddersfield. I started my PE teaching career in Kirklees, before moving to Trinity Academy Bradford in 2023 as a Teacher of PE and Health and Social Care. I became Phase Two Leader at TAB in 2023. My role focuses upon proving our Phase Two students with outstanding Personal Development opportunities within and outside the curriculum, with the aim of developing 'Future Ready' young people.



Phase Three

Hello, my name is Mona Ravandi, I am a dedicated and experienced educator with over 13 years of service within the Queensbury community. Over the years, I have proudly held a range of roles including PE Teacher, Head of Year, Progress Leader and now the Phase Three Leader. My academic journey began at Leeds Beckett University, where I earned a BA degree, followed by a PGCE at Southampton University.

I am deeply passionate about personal development in schools, viewing it as a cornerstone of lifelong success. At Trinity Academy Bradford, our Competitive Edge programme plays a vital role in this mission—empowering students to build character and grow into confident, respectful, and responsible individuals. Through this initiative, we prepare our learners not just for academic achievement, but for the challenges and opportunities of an ever-evolving world.





Graduation

Summary

In Phase One, students take part in the Graduation initiative. This exciting programme involves students meeting six individual targets across the entirety of Year 7 and Year 8 in order to graduate at the end of Phase One. These criteria include:

Be dedicated to attending the academy - 96% attendance

Students should conduct themselves well – A minimum of a bronze award for conduct

Be dedicated to attending Graduation Clubs – 75% attendance

Students should conduct themselves well in lessons – Average 'Good' attitude to learning in core subjects.

Be dedicated to Masters of Recall – Meet personalised target

Show pride in Trinity Talk events – 6 per year.

The reason why we graduate is to keep the focus on Phase One. The skills which the students learn whilst meeting the Graduation criteria are vital when they get to Phase Three.

When students successfully meet their targets, they will graduate with an award which corresponds to how many of the targets they achieved. This initiative is designed to provide students with the opportunity to explore all areas of Trinity Academy life whilst equipping them with the skills they need to be successful as they transition into Phase Two and beyond. It also gives students the opportunity to be exposed to the language of higher education. Regardless of whether they want to go to university or not, Phase One Graduation means that students are able to be ambitious and to understand that, if they put their mind to it, anything is possible!

In June 2025, we held our Graduation ceremonies across three evenings. The ceremonies saw over 200 students graduate and 115 of those have achieved a 1st. Our cohort have consistently worked hard to achieve the best grade they can throughout their Phase One journey. The Graduation ceremonies bring about an end to our students Phase One journey as they move into Phase Two. Phase Two brings more personal development opportunities including Trinity Challenge, Duke of Edinburgh, and a chance to personalise their curriculum further, ready for Phase Three.





Meet the Open Technical Team

Kirsty McDonald Teacher of Art

Teaching Career

I began my teaching career in September 2020 following an extensive background in the design industry, where I specialized in footwear design for various brands and retailers.

Most Exciting Subject to Teach

I am passionate about teaching art and find great joy in witnessing students' pride in their work—especially when they eagerly capture photos to share with their families. My favourite topic is the natural world, as I have a deep appreciation for nature and its inspiring beauty.

What I Look Forward to at TAB

I am excited to teach in the new, modern facility, which provides students with an enhanced environment for exploration, experimentation, and independent creative expression.

Interests & Hobbies

I actively create artwork in my personal studio at Fletcher's Mill in Dean Clough and regularly exhibit at Crossley Gallery alongside fellow artists in the Tiny Gallery. My artistic focus is primarily abstract art. Additionally, I volunteer with Culture Dale and enjoy the company of my energetic Cockapoo, Teddy.

Liz Jenni Student Progress Leader & Teacher of Design Technology

Teaching Career

I have been teaching for 28 years, progressing through various roles from Classroom Teacher to Head of Department, Creative School Lead, and now Student Progress Lead. Throughout my career, I have taught in schools across Halifax, Bradford, Manchester, Holmfirth, Leeds, and even internationally in Nairobi.

Most Exciting Subject to Teach

I am particularly excited about delivering the new 3D Design GCSE at TAB, with many innovative projects currently in development.

Interests & Hobbies

Outside of work, I cherish time with my husband and children, as well as our two Ragdoll cats. I am an avid reader of horror fiction and have a passion for baking. I also attend aerial pole classes three times a week. Switzerland holds a special place in our hearts, as our second home.

Simon Johnson Curriculum Leader & Teacher of Design Technology

Teaching Career

I have been a teacher for 15 years, beginning my career in Rotherham at Wickersley School & Sports College as a Resistant Materials teacher. Over time, I progressed to Subject Leader for Engineering & Construction and later took on a cross-MAT role as Faculty Leader for Design & Technology at Rawmarsh School and Clifton Community College.

Following the birth of my first son, I took a brief break from teaching to support my family and work closer to home. During this period, I established and successfully ran my own construction and electrical business, which I later sold just before the onset of Covid. This decision ultimately led me back into education as Engineering Subject Leader at Holmfirth High School.

What I Look Forward to at TAB

As a Teacher and Curriculum Leader at TAB, I am eager to collaborate with my new team to develop and deliver a broad, engaging curriculum for our students. I am particularly excited to teach GCSE 3D Design and to nurture the creativity and innovative thinking of our pupils.

Interests & Hobbies

Outside of work, my greatest joy comes from spending time with my family. My children are my priority, and my weekends and evenings are filled with sports, swimming, and shared activities. I also enjoy reading and occasionally attempt to play the guitar. Additionally, my eldest son and I refurbish bikes to sell, while my youngest son and I are enthusiastic Bradford City season ticket holders.



Multi-media Club

Throughout the year, students have been developing their skills and confidence in a variety of creative digital software. Year 7 and 8 students have explored their creativity through a diverse range of projects, including video game design, film posters, magazine covers, YouTube thumbnails, animation, digital art, and pixel character design.

The club has provided students with valuable opportunities to work with professional design assets and gain firsthand experience of the production process. They have created design elements to integrate into animation software for their own short animations or incorporated them into game design software to bring their programmed characters to life. Across all groups this year, there has been an impressive display of creativity and innovative design ideas.

Extra Curricular Clubs

Art Club

This club fostered curiosity and creativity, encouraging students to explore various mark-making techniques and tools across different multimedia forms. Through artistic experimentation, they recognised the transformative power of creativity as a means of self-expression. The club helped develop their skills and processes, using art for emotional exploration, communication, and personal growth, often leading to surprising outcomes. Abstract art and mark-making were deeply personal and meaningful, serving as expressive and creative responses. Students built confidence and embraced curiosity by working with diverse mediums and tools, including collage, oil pastels, and paint on paper. These pieces are still a work in progress—follow our social media for the final product in the coming weeks!



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ALL YEAR ROUND.**

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