



# Prospectus 2027

*Every Individual; Every Opportunity.*

[bradford.trinitymat.org](http://bradford.trinitymat.org)



A male teacher with short brown hair, wearing a grey plaid blazer over a white shirt and a dark tie, is leaning over two students. He is smiling and looking at a book held by a girl. The girl has long brown hair and is wearing a grey blazer and a yellow and grey striped tie. A boy with short blonde hair, also in a grey blazer and striped tie, is sitting next to her, smiling. They are in a library or bookshelf area. The background shows shelves with books and a string of warm white lights. The image is framed by orange and yellow geometric shapes on the left and right sides.

“

Our staff are **committed** to getting the **basics** right and as a result, students **benefit** from an **educational environment** focused on **meeting the needs of everyone.**

”

# A warm welcome

**Our vision is simple, yet clear - to provide our students with an outstanding education and experiences that will give them the platform to go on to achieve their potential and beyond.**

I am extremely proud to welcome you to Trinity Academy Bradford. Our core values of **Empathy, Honesty, Respect and Responsibility** run through everything that we do.

Our goal is to help develop well-rounded individuals who understand that personal development is just as important as academic achievement.

Central to achieving our vision is a drive to deliver outstanding teaching, highly effective pastoral support and a balanced and rich curriculum. Creating a learning environment that students can thrive in, regardless of their starting point, is essential to us achieving our goals.

As well as creating an environment that is conducive to outstanding learning, we

are committed to offering a wide range of experiences that broaden students' horizons. There is an extensive range of co-curricular activities on offer to students and our intention is that these will grow further so that there is something every student can be involved in.

Since opening in February 2021, Trinity Academy Bradford's staff and students have risen to the challenges they have been set and are already turning our vision into a reality. In March 2024, we were graded as Good with Outstanding by Ofsted. The inspection report recognises the hard work that all stakeholders have put in to transform the school into one that parents can now be proud to send their children to.

Whether you are a future student, parent, member of staff or an interested member of the local community, I look forward to hearing how Trinity Academy Bradford could be part of your future.



**Tom Taylor**  
Principal

“ Our vision is to create a school that **relentlessly** focuses on **helping every student meet their potential** in order to open up a lifetime of opportunities. ”

# Welcome to Trinity

**In 2015, when the Trinity Multi-Academy Trust was established, our brief was a simple one.**

Whilst the intervening period of time has seen numerous different challenges, one thing has remained constant: **We are determined to make a positive difference, on as wide a scale as possible, where it matters most.** That is as complicated as we allow it to become.

The Trust now contains eleven institutions, catering for ages 3 to 18, across five local authorities, with exciting programmes like **Trinity Scholars** and **Earthshot**. It also incorporates **White Rose Education**, an organisation that has improved the life chances of countless young people around

the world, and the **West Yorkshire Maths Hub** – as well as working to support thousands of staff regionally through our **Trinity Institute of Education** outreach work.

Our journey has taken us a long way; our ambition for young people, coupled with our desire to continually improve, tell us that this is just the start. For parents seeking educational excellence with an exciting broad extra curriculum offer for their child/children, we warmly welcome you to Trinity.



**Michael Gosling**  
Chief Executive Officer,  
Trinity Multi-Academy Trust

“*The ethos of Trinity MAT is simple – to make a **positive difference** to the lives of as many young people as possible.*”



# Celebrating excellence across our school community



## Pearson National Teaching Awards

Trinity MAT colleagues have been nationally recognised through Pearson National Teaching Awards.



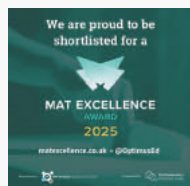
## World Class Schools Quality Mark

Many Trinity MAT schools have achieved the prestigious World Class Quality Mark.



## Shortlisted for the TES School Awards 2026

Reflecting our ambition and impact, we are proud of our vision being recognised.



## Shortlisted for the MAT Excellence Award 2025

This recognition reflects our Trust's vision to be the "Trust of choice across our world."



## Winner of several Edurio Awards 2025

Edurio Awards recognise the strength of our school communities.



## The MATA Green Trust of the Year Award 2025

Award-winning commitment to environmental sustainability within our sector.



## The Sutton Trust Gold Fair School Admissions Award 2024/2025 & 2025/2026

Fair School Admissions Gold Award winner for two consecutive years.





“

The **‘curriculum for life’** develops pupils for life in modern Britain **exceptionally well**. Pupils experience a **broad range** of topics that **develop** in an age-appropriate way.

”

- **Ofsted**

# Our core values

**Our core values of Empathy, Honesty, Respect and Responsibility form the basis of everything we do.**

Visitors can see these values in action on a daily basis, for example, demonstrated by the simple way students move calmly and purposefully around the academy.

Our core values ensure students learn and grow in an environment where they can flourish and develop into confident and mature individuals.

Regardless of their cultural background, students and parents joining will have countless opportunities to experience the importance of our values on a regular basis. We celebrate a range of important cultural events throughout the year, and these values also form the basis of our **Behaviour for Learning Policy**.

“

Trinity Academy Bradford is **proud** to **serve** the local community. The school is a **popular choice** for pupils and their families. Pupils **appreciate** recent **improvements** the school has made.

- **Ofsted**

”

“

Students and parents joining our academy will have **countless opportunities** to experience the **importance** of our **values** on a regular basis.

”

# Building a culture of respect and accountability

We're committed to upholding the highest standards and expectations.

Our **Professional Standards** serve as a guide for all staff, students, and stakeholders to adhere to in order to foster a positive learning environment.

By upholding these standards, we continually promote a culture of excellence, accountability, and mutual respect within the academy and wider community.





## Conduct

### The manner in which we behave

Professional conduct in school refers to behaviour that is appropriate, respectful and ethical. It involves acting in a manner that reflects positively on oneself, the school and the wider community.

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## Dedication

### The quality of being committed to a task or team

Professional dedication in school refers to the level of commitment and enthusiasm one has towards their work or academic pursuits. It involves a strong sense of purpose and a willingness to put in the time and effort necessary to achieve one's goals. This could be in the classroom or through the myriad of other opportunities outside the classroom.

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## Organisation

### To be able to manage and prioritise responsibilities

Professional organisation refers to the ability to manage and prioritise tasks, responsibilities and resources in a manner that is efficient and effective. It includes being punctual and it involves being organised, prepared and proactive in order to meet deadlines and be ready to learn.

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## Pride

### Feeling proud of yourself, your achievements and the communities you are in

Professional pride in school refers to one's ability to present themselves and their work to the best of their ability. It instils personal responsibility and ownership through fostering a strong work ethic, attention to detail and a commitment to quality that leads to a sense of accomplishment from a job well done.

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## Values

### The moral (right) rules and qualities that support you in making good decisions

Professional values in school, focusing on the values of empathy, honesty, respect and responsibility, refers to the principles that guide behaviour and decision-making in a manner that is ethical, moral and socially responsible.

# Our new building

We are proud to be learning in our brand-new building, designed to provide an inspiring environment where students can thrive.

**Modern classrooms** equipped with the **latest technology**, specialist facilities for art, technology and computing, and a dedicated **Learning Resource Centre** to support learning and independent study.

Students also benefit from **excellent sports facilities**, including a **multi-purpose sports hall, outdoor pitches and courts**, and **modern changing facilities**.

**Sustainability** is a key feature, with **solar panels, energy-efficient lighting**, a roof garden and rainwater harvesting systems helping to reduce our environmental impact.

Our **new restaurant** and **communal spaces** provide welcoming areas for students to **socialise, collaborate** and **relax**, helping to foster a **strong sense of community** throughout.





Trinity  
Academy  
Bradford

“

**Modern classrooms** equipped with the **latest technology, specialist facilities** for art, technology and computing, and a **dedicated Learning Resource Centre** to support learning and independent study.

”





“

Leaders, the trust and governing body are **united** in giving the pupils at Trinity Academy Bradford a **springboard** to a **happy, healthy** and **successful life.**

- Ofsted

”

# Behaviour and standards

**Our students receive a high-quality, and continually improving education, delivered within an aspirational and disciplined environment.**

In March 2024, our academy received its first full Ofsted inspection where it was commented that **‘Pupils respond well to the school’s high expectations for their behaviour’.**

Our behaviour policy revolves around our core values of Empathy, Honesty, Respect and Responsibility, and is underpinned by our **Professional Standards**. These values and standards help to uphold our **Behaviour for Learning Policy**.

We have high expectations and accept no excuses. By sending your child to our academy, parents and students accept the conditions of the **Home Academy Agreement**, signalling their commitment to making the very most of the experience on offer.

This agreement sets out what the academy, carers and the students agree together, for the good of the whole academy and everyone within it. It also recognises the need for a good partnership between home and the academy and seeks to build on this, ensuring standards are met in all areas of our students’ lives.



“

Behaviour observed on this visit was **exemplary**. When students were **instructed** to **follow rules**, they did so **immediately**.

”

**- External Safeguarding Expert**



## Students can expect:

### **An excellent Behaviour for Learning system**

Our focus is on strong discipline which allows teachers to teach and students to learn. Clear boundaries reduce the likelihood of bullying and enable students to achieve their potential.

### **Taking pride in all aspects of appearance**

Students wear their uniforms with pride. A smart uniform supports a positive attitude to learning and reflects our students' pride in being part of our community. Students understand how they should present themselves at school and how this makes a difference to the experience and rewards they will enjoy.

### **Expectation of high attendance**

Students who have high attendance succeed. Students are expected to strive for 100% attendance and maintain a minimum of 96%. Where a student falls below this, we have strong support systems in place to address any underlying issues.

Good discipline ensures that students enjoy a calm, motivated and purposeful environment. At Trinity Academy Bradford, our students develop attributes and habits that not only ensure academic success but support young people as they compete for places at college, university and in the world of work.

# Our broad and balanced curriculum

We work hard to provide a broad and balanced curriculum which is engaging and challenging for all students.

Our aim is to develop young people into well-rounded citizens who are empathetic, honest, respectful and responsible at all times.

Parents will receive regular updates about learning at the academy, including **Student Progress Reports** and **Parent Consultation Evenings**.

## Phase One

### (Years 7 and 8)

During the **Phase One** journey, there is a clear emphasis on ensuring students have access to a broad and balanced curriculum which enables students to participate in a range of different subjects in all disciplines whilst also developing their literacy and numeracy.

Where gaps in knowledge and skills appear during Phase One, this is addressed through different intervention programmes.

“

Throughout both **Phase One** and **Phase Two**, we invest **time** and **support** to **develop** students' retrieval skills.

**Knowledge Organisers** are produced termly for each subject, mapping the **key knowledge** required as a **foundation** for learning in more depth.

”



## Phase Two

### (Year 9)

In **Phase Two**, students continue to study a wide range of subjects whilst being given the opportunity to personalise elements of their curriculum. In addition to a core academic curriculum, students begin a creative subject qualification, and this is complemented by a creative subject carousel.

Towards the end of Year 9, students enter the **Information, Advice and Guidance** process where they are supported to choose options from a wide range of choices to study in **Phase Three**.

Every young person will **benefit** from **outstanding** teaching, **meaningful** pastoral care and an **inspirational** curriculum...

## Phase Three

### (Years 10 and 11)

Years 10 and 11 Students begin their core qualifications in **Phase Three**. Over the two-year period, students sit a minimum of eight GCSEs (or equivalent).

English, Maths and Science (combined or triple award) make up the core subjects during Phase Three. All students will study either History or Geography and students will be given the opportunity to choose from a wider range of option subjects.

The school day is extended until 3.35pm to include Period 6 for Year 10 and Year 11 three times per week. This provides students with additional teaching time at a pivotal point in their educational journey.

# Marking successes:

## Phase One Graduation

We have introduced a Graduation Programme where students aim to graduate from Phase One at the end of Year 8, with a special ceremony to mark their achievements.

At the start of Year 7, students will be enrolled on to our **Graduation Programme**. By achieving a set of core goals during Years 7 and 8, students will graduate at the end of Year 8. Students who excel may also be part of an elite group who graduate with honours.

Students will record their progress in their **Graduation Journal**. Whilst achievement of academic targets and maintaining excellent behaviour is important, the programme also focuses on the development of students as individuals.

To graduate, students must evidence participation in extra-curricular activities such as sport, performing arts and music.

The Graduation at the end of Year 8 marks the successes of **Phase One** and the move into their personalised curriculum for **Phase Two**.

They then move onto a personal development curriculum for the rest of their time. This includes **Trinity Challenge** and **Duke of Edinburgh** at Phase Two, and a **Competitive Edge** careers programme throughout **Phase Three**.

“

The ‘**curriculum for life**’ develops pupils for life in modern Britain **exceptionally well**.

- **Pupil Premium Review**

”

A female student with brown hair in a ponytail, wearing safety goggles and a grey blazer, looks intently at a test tube. A female teacher with blonde hair, also wearing safety goggles and a dark blue blazer, holds the test tube and speaks. Both are wearing lanyards. The background is a blurred laboratory setting.

## A Curriculum for Life

We are committed to delivering a **'Curriculum for Life'** for all students. This will aim to support students to become healthy, considerate and active citizens in modern Britain.

Through this initiative students access: careers advice, sex and relationship education, support to stay safe online and financial advice, amongst a range of other topics. Students will also receive education on **British Values**.

In reflection of the uniqueness of this programme, this will be delivered through a discrete lesson each week, tutor sessions and assemblies, in conjunction with a range of special events, visiting speakers and focus days.

# More opportunities alongside the curriculum

We are proud of the ever increasing opportunities we are offering outside of the classroom.

We run a wide range of clubs and other co-curricular activities with leadership opportunities for students.

We are very proud of our **Performing Arts** faculty and **Trinity Sports** academy, which provide further opportunities for all our students.

Clubs are a great way to try new things, make new friends and have fun, and we have **over 30** running at any time of year, ranging from crochet to cricket, STEM to singing and gardening to chess.



All Year 7 and Year 8 students are expected to take part in at least one after school club per week, and this contributes towards them achieving their **Phase One Graduation**.

Students are expected to show dedication to attending their clubs for a term, and get regular opportunities to change the clubs they go to.





“

The way the school **supports** students to develop their character is **exemplary**, providing experiences which support them to **stand out** from others as well as giving them a **broad experience** of different careers.

- Ofsted

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“

Trust and school leaders are taking **decisive action** to **improve** the **quality** of education and care that pupils receive. The impact of this work is **evidenced** in pupils' **improving** behaviour and outcomes.

”

- Ofsted

# Excellent student progress and success

Creating a culture of increasingly high aspirations where students are challenged to achieve their potential, and successes are celebrated.

## Appropriate curriculum

Students will follow a broad and balanced curriculum that will allow individual students to make exceptional progress. Students will get the chance to increasingly personalise this curriculum through the **Year 8** and **Year 9 Options** processes.

## Parent

## consultation evenings

Parents and carers are expected to attend consultation meetings to support our partnership approach and to receive updates on student progress. We have specialist pastoral care practitioners who will arrange support if needed.

## Extra support

Where students are not achieving their full potential, they will be enrolled in individual after-school support sessions designed to meet their needs. We want students to understand that nothing is impossible. Regardless of their ambition or current level of academic ability, we support and challenge all of our young people in equal measure.

“

We **ensure** that children are supported both **academically** and **pastorally** to secure the **brightest** of futures.

”

# Developing skills beyond the classroom

## Careers education

Students will receive many opportunities throughout their time at our academy to learn about careers and the world of work. Some examples of this include assemblies from a range of employers, work around the **Labour Market Index**, mock interview days, aspirations fairs, workplace visits and careers, advice and guidance.

Students in Year 10 and Year 11 experience our **Competitive Edge** programme, aimed at making them stand out in college, apprenticeship and employment opportunities Post-16. Our careers mission is to ensure that all doors are open to our students, and they are confident in choosing which one to walk through at the end of their five years with us.

## Student Leadership

Our core values of **Empathy, Honesty, Respect and Responsibility** underpin our **Student Leadership** process. Students have regular opportunities to shape life at the academy.

Through school committee, **Graduation** mentors, Transition mentors and student voice, all of our students have an opportunity to give ideas and feedback on life in school. This programme offers leadership opportunities to students from all year groups.

In **Phase Three**, our **Head Boy, Head Girl** and the **Year 11 Prefect Team** embody our core values and these high-profile positions allow them to work with our student body in order to create well-rounded students who have a strong moral purpose and a life-long thirst for learning.



“

Under their leadership, the school is going from '**strength to strength**' and pupils appreciate the recent improvements the school has made.

”

- Ofsted

# A strong network of support for students and families

We understand that when students feel settled and secure they will achieve more. Our pastoral system is the network of support we provide to students and parents.

Every year group has a **Year Manager** who ensures that all students feel valued and supported. The Year Manager is also the first point of contact for parents and carers who need to communicate with the academy.

The academy also has a **Student Wellbeing Team, Attendance Hub** and a **Therapeutic lead** who provide additional pastoral support where needed.

Our pastoral care, which is based on our core values, enables our young people to resolve any issue which may be impacting upon their education.





“

Pupils understand different relationships and are **keen** to **celebrate difference**.

- Ofsted

”





“

The school has **bespoke** pathways to support pupils who are in the early stages of reading. This **helps** them catch up with their peers so that they can **access** the full curriculum.

- Ofsted

”

A young woman with dark hair tied back, wearing a grey school blazer, a white shirt, and a striped tie. She is also wearing clear safety goggles. She is holding a small glass beaker with an orange liquid inside, looking at it with a focused expression. The background is blurred, showing other people in a school setting. The image has a decorative orange and white diagonal stripe on the right side.

“

Leaders, the trust and governing body are **united** in giving the pupils at Trinity Academy Bradford a **springboard** to a **happy, healthy** and **successful life**.

- Ofsted

”

# Preparing for life at our academy

**Before starting, students will have the chance to ask questions, visit and understand key information they need to know before they start.**

Our **Transition programme** is designed to make this move a positive and exciting experience for our new students.

Alongside our **Year 7 Transition Student Leaders**, we have a team of staff who visit Year 6 students in primary schools to give them the opportunity to meet members of our academy family.

They will also experience a full transition day in school during their final term in Year 6. We are very proud of the excellent pastoral care that we have developed, ensuring students entering Year 7 settle in quickly and with ease.



# Applying for a place

All Year 7 places are awarded strictly in line with the terms of our Admissions Policy, which is available on our website.

## Fair Banding Assessment (FBA)

For Year 7 entry into Trinity Academy Bradford in 2027, parents/carers will need to register their child to sit a **Fair Banding Assessment (FBA)**.

The assessment is not a traditional entrance exam which children either pass or fail. It exists to ensure that our intake exactly matches the ability profile of the children applying by assessing each child's cognitive ability. This means that they have a fair chance of securing a place at our academy.

Applicants who sit the FBA are considered for admission first. Any applicants who choose not to sit the FBA will be 'non-banded' and will be ranked in order of priority (after all of the banded applicants), with the level of priority then determined with reference to the oversubscription criteria (see the **Admissions Policy** relating to your school of preference).

Please visit the Admissions page on our website, **[bradford.trinitymat.org](https://bradford.trinitymat.org)**, to view our Fair Banding video for a full explanation of how Fair Banding works.

## Important note

An application to sit our **Fair Banding Assessment** is not an application to attend the academy.

Please refer to your local authority's website for information on how to apply for a place at a secondary school.

Parents will also have to include Trinity Academy Bradford as one of their five preferences on the local authority's **Common Application Form (CAF)** which must be submitted to the local authority on or before **31st October 2026**.



**Register for our  
Fair Banding Assessment by  
21st September 2026**



**Trinity Academy Bradford**  
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[bradford.trinitymat.org](http://bradford.trinitymat.org)

*Every Individual; Every Opportunity.*

