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Mrs Karen Keaney  
Headteacher  
Hull Trinity House Academy  
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Dear Mrs Keaney

### **Short inspection of Hull Trinity House Academy**

Following my visit to the school on 7 June 2016 with David Pridding, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You and your leaders have an exceptionally clear understanding of the strengths of the school and what needs to be improved. Your thorough and rigorous evaluation of all aspects of the school has led to a detailed improvement plan. This plan is reviewed regularly with governors and progress toward targets monitored. The improved quality assurance system, introduced in September 2015, has led to stronger outcomes for pupils, and middle leaders are now more involved in improving the quality of teaching in their departments. Areas of relative weakness are given support to improve but you do not shy away from making difficult decisions to make sure that the pupils at the school make at least good progress.

The governing body is very strategic and, as a result of the detailed reviews you provide, very knowledgeable about the strengths and weaknesses in the school. Governors challenge you and your leadership team in meetings, insisting on knowing the impact of what you are doing. The governing body has also held middle leaders directly to account for the progress made by the pupils in various subjects. You, and the governors, are aware that progress is not quite as rapid for those pupils taking core and additional science as it is for those taking triple science. You are also aware of the need to ensure that behaviour in other areas of the school is as good as it is in the classrooms.

## **Safeguarding is effective.**

All safeguarding policies and procedures are in place. Staff are extremely vigilant when they have concerns, and issues in the past have been thoroughly dealt with. Effective liaison with external agencies means appropriate support and advice are sought when needed. Your initiative to appoint a full-time social worker to the school means you have expert support for the pupils each day. Checks made on adults working in the school are fit for purpose and well organised. Staff and governors receive appropriate and regular child protection training. You ensure that staff and pupils understand the dangers of radicalisation, extremism and exploitation.

Pupils we spoke to during the inspection stated they feel safe. The overwhelming majority of parents who responded to the Ofsted questionnaire, Parent View, believe pupils are safe in the school. This reflects the views you have collected over the academic year of parents.

## **Inspection findings**

- You have created an ambitious culture which is also highly supportive. The appraisal system is effective in raising the expectations of staff, and combined with challenging targets, is improving the progress pupils make.
- The curriculum provided is highly appropriate. It has a good mix of academic and vocational qualifications which enables the pupils to pursue their interests. As a result, 100% of the pupils over the past three years have left Year 11 to go to employment, education or training. The recent addition of Maritime Studies in Year 10 allows pupils to take a qualification which could give them a head start in obtaining a job in the maritime industry. This qualification links the strong maritime history of the school to the future employment opportunities in the city of Kingston Upon Hull.
- Pupils' personal development, behaviour and welfare are strong. The curriculum enables them to develop their knowledge and understanding of sensitive topics. You have also taken opportunities to allow the pupils to share their own experiences through assemblies. This has been a very effective strategy in terms of promoting understanding of different faiths and views on the world.
- In 2015 pupils made less progress in mathematics than in English. As a result of actions taken, progress in mathematics across the school is now at least good. Gaps between disadvantaged pupils and their peers are closing rapidly. Where there are still gaps, you are fully aware of them and have put in place actions to ensure that they, too, close.
- Pupils taking triple science are making at least good progress. However, the progress in core and additional science is less strong. You are fully aware of this and have made changes to ensure that the pupils make the best possible progress in these two subjects.
- You have focused on the progress made by the most able pupils this academic year. As a result, lessons are now more challenging and teachers are making sure that this group of pupils is making at least good progress. In lessons, good relationships between the staff and the pupils, combined

with good subject knowledge, mean that pupils are able to learn in a supportive and safe environment.

- At the last inspection, teaching was an area for improvement. Bespoke training for staff, combined with high expectations and an increased focus on improving the pupils' progress, have developed teaching skills. Teachers ask questions which enable the pupils to think and develop their answers. Staff plan activities which are based on accurate assessment so that work challenges the pupils regardless of their academic ability.
- Taking on roles as Officers, or Junior Officers, allows the pupils to rise to the challenge of taking considerable responsibility around the school. Behaviour in lessons and supervised areas is very good. Attendance is above the national average. Pupils wear their uniform with pride, and impeccably. Their books are presented well and they care for their environment. However, as you are fully aware, a few pupils do not have the self-discipline to ensure their behaviour in unsupervised areas is as good.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the good practice which has improved the progress made by the pupils in triple science is shared so that pupils taking other science courses make the same good progress
- pupils are encouraged to develop the self-discipline needed to ensure their behaviour in unsupervised areas is as good as in lessons.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the City of Kingston Upon Hull Council. This letter will be published on the Ofsted website.

Yours sincerely

Tanya Stuart  
**Her Majesty's Inspector**

### **Information about the inspection**

My colleague and I met with you, other senior leaders, two representatives of the academy trust, SPTA (Schools Partnership Trust Academies) and representatives from the governing body, including the chair of the governing body. We had two meetings with pupils, and spoke to many pupils informally at break and lunchtimes. We made short visits to lessons with you and other senior leaders, during which we looked at work in pupils' books, marking, planning and information about pupils' progress. We also talked to pupils about their knowledge and understanding of what they were being taught. We took into account the views of parents, using the Parent View survey, and the surveys you have conducted of parents. We evaluated a range of documents provided by the school, including information about pupils'

progress, safeguarding information including logs of behaviour and bullying, minutes of the governing body meetings, self-evaluation documents and the school improvement plan.