

Inspection of a good school: Hull Trinity House Academy

Charlotte Street Mews, Kingston upon Hull, East Yorkshire HU1 3BP

Inspection dates: 11–12 February 2020

Outcome

Hull Trinity House Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school at Hull Trinity House. They say they feel happy and are safe. Pupils know teachers care for them and want them to do well. As a result, pupils show respect for each other and their teachers. Pupils are well mannered and courteous.

Pupils are enthusiastic to learn and want to succeed. Teachers have high expectations and aspirations for every pupil. Adults support pupils effectively so that they achieve well.

The vast majority of pupils behave well in class and around the school. Pupils are adamant that teachers deal quickly with the few bullying incidents that occur. Pupils say the school is inclusive. One pupil said, 'If you have any disabilities, no one feels isolated.' Pupils speak very positively about leaders. They say they will not tolerate discriminatory behaviour.

Pupils wear their naval-themed uniform with pride. They are proud of the maritime traditions in the school. Pupils have opportunities to become senior officers, chiefs and a captain within school. They are proud of the status and responsibilities these roles offer. Additional curriculum time is given to maritime studies. Many pupils work towards the Royal Yachting Association 'Essential Navigation' award.

Although there are some opportunities to learn beyond the classroom, many pupils have not had opportunities to study music and to develop practical cookery skills as part of the curriculum. Leaders are taking steps to address this.

What does the school do well and what does it need to do better?

The principal and other leaders genuinely care for the pupils and staff in their school. Leaders and staff have created a culture of respect, tolerance and care for others. Staff describe the school as a 'Trinity family'. High expectations for all are the norm. As a result, pupils make very strong progress in a wide range of subjects.

Teachers have excellent subject knowledge. Curriculum subjects are ambitious, coherently planned and well sequenced. Links are frequently made across subjects, which help pupils understand subject content better. For example, the geography curriculum overlaps with maritime studies to incorporate the study of colonialism. In English, work linked to the book 'Animal Farm' is brought to life visually in art. Pupils are able to use their prior learning to deepen their subject knowledge further. Impressive artwork by pupils covers the walls. The classrooms are inspiring places to learn.

Teachers consistently use trust-wide assessment processes to help pupils reflect on and improve their work. Pupils are clear about how this helps them to remember more over a period of time.

Leaders have very high standards for pupils' behaviour. The taught curriculum is rarely disrupted because low-level disruption is not tolerated. A small minority of pupils struggle to comply with adults' high expectations. The proportion of pupils who are excluded is above the national average. Leaders are working to address this.

The school's provision for pupils' personal development is strong. Pupils are taught to respect other faiths, cultures and backgrounds. Differences are celebrated. 'Life' lessons develop pupils' skills and knowledge in preparation for life in modern Britain. The school works with many different outside agencies. For example, the Yorkshire ambulance service trains all pupils in Year 7 in cardiopulmonary resuscitation so that pupils know what to do to restart a heart. Older pupils can apply to be a Franklin Scholar, a member of a pupil leadership programme that supports younger pupils through peer mentoring and tutoring.

Leaders have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. This is because teachers expect the same quality of work from these pupils. Teachers provide additional support and scaffolds so that pupils can reach their end goals effectively.

The school is well led and managed. The principal is supported and challenged by governors and the trust. Staff are very proud of their school and they enjoy working there. Trust directors have a positive impact on supporting teachers. This is seen particularly in English, where the impact of the curriculum continues to be strong.

Leaders have the curriculum under regular review. Leaders identified a need to improve the curriculum offer for music and the practical elements of cooking, responding to the views of pupils. It is clear from leaders' actions that they are in the process of developing the curriculum to include these subjects from September 2020. For example, leaders have curriculum plans in place and staff have received appropriate training.

Safeguarding

The arrangements for safeguarding are effective.

Thorough systems and procedures are in place to check the safe recruitment of staff. All staff, including governors, receive appropriate safeguarding training. Staff understand how to spot signs of neglect and what they must do if they have a concern.

Documents that record safeguarding concerns and actions taken to keep pupils safe are precise.

Pupils understand the dangers of extremism and are taught how to stay safe, including how to stay safe online.

Staff acutely understand their responsibilities around the 'Prevent' duty. Staff are knowledgeable and refer safeguarding concerns swiftly. Leaders work with the police and appropriate authorities to help keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, all pupils are not taught music and the practical elements of cooking and nutrition across key stage 3. Leaders have recognised that these aspects should be included in their curriculum offer and are in the process of bringing this about with effect from September 2020. Leaders should ensure that their plans to broaden the curriculum are implemented fully.
- Although behaviour in lessons and around school is positive, there are still a small minority of pupils who disregard the school's high expectations for behaviour. As a result, although declining, the rate of exclusions continues to be high. Leaders must continue their work to reduce the behaviours that lead to exclusions.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Hull Trinity House School, to be good in February 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138082
Local authority	Kingston upon Hull City Council
Inspection number	10121781
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	630
Appropriate authority	Board of trustees
Chair	Mike Rymer
Principal	Graham Moffatt
Website	www.hthacademy.org.uk
Date of previous inspection	7 June 2016

Information about this school

- The school is smaller than the average-sized school.
- The proportion of pupils in receipt of free school meals is higher than the national average.
- The proportion of pupils with SEND is lower than the national average.
- The school is part of Delta Academies Trust.
- The school uses two alternative providers – Rise Academy and Aspire Academy.

Information about this inspection

- We undertook deep dives into art and photography, science, geography and English. To do this, we met with subject leaders and visited a sample of lessons in these subjects. We also scrutinised pupils' books and other kinds of work produced by pupils who were part of the classes we visited. In addition, we had discussions with teachers and a group of pupils from the lessons observed.
- We observed pupils' behaviour at breaktimes and lunchtimes. We spoke to pupils informally and formally.

- We held various meetings with the principal and senior leaders. We met with the school’s designated safeguarding lead and special educational needs coordinator. We also met with the chair of the academy advisory body and the deputy chief executive officer of the trust.
- We scrutinised a range of school documents, including the school’s self-evaluation and school development plan. We reviewed minutes of governing body meetings. We also scrutinised attendance and behaviour records.
- We scrutinised a range of other documentation, including documents relating to safeguarding, for example child protection files and the school’s single central record.
- We considered the views of 78 parents and carers who completed Ofsted’s online questionnaire, Parent View, 46 responses to the staff questionnaire and three responses to the pupil questionnaire.

Inspection team

Angela White, lead inspector

Ofsted Inspector

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Ofsted Inspector

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